
REPORT
ON THE
MAYO COLLEGE,
AJMER,
RAJPUTANA
For 1918-19.

FROM

LT.-COLONEL A. D. MACPHERSON, I.A.,

First Assistant to the Hon'ble the Agent

to the Governor-General in Rajputana.

THE PRINCIPAL,

MAYO COLLEGE, AJMER.

Dated Mount Abu, the 18th October, 1919.

Sir,

I am directed to acknowledge the receipt of your letter No. 1357/11, dated the 26th September 1919 forwarding the Report on the working of the Mayo College for the year ending on the 30th April 1919.

The Hon'ble the Agent to the Governor-General regrets to notice that there has been an appreciable falling off in the number of the boys especially from Rajputana, during the past year and trusts that this is only due to temporary causes, which will soon right themselves. The Agent to the Governor-General is glad to observe the good progress made in all other directions and congratulates the Principal and Staff of the College on the successes obtained in spite of a very reduced English Staff and the adverse conditions due to the war.

I have the honour to be,

Sir,

Your most obedient servant,

A. D. MACPHERSON, LT.-COLONEL,

First Assistant to the Hon'ble the Agent

to the Governor-General, Rajputana.

FROM

A. LESLIE-JONES, Esq., M.A.,
PRINCIPAL MAYO COLLEGE,
AJMER.

TO

THE FIRST ASSISTANT TO THE HONOURABLE
THE AGENT TO THE GOVERNOR-GENERAL
IN RAJPUTANA,
MOUNT ABU.

Dated Mayo College, Ajmer, the 26th September 1919.

SIR,

I have the honour to submit for the information of the Hon'ble the Agent to the Governor-General and Chief Commissioner the Annual Report of the working of the Mayo College for the year ending 30th April 1919.

2. Annexure A contains a list of the members of the General Council and the Managing Committee of the College.

GENERAL COUNCIL
AND MANAGING
COMMITTEE.

The proceedings of the General Council and the Managing Committee are dealt with later.

3. The following changes in the staff took place:—

THE STAFF.

Mr. S. F. Madden, Vice-Principal was on military duty as Assistant Recruiting Officer Rajputana and Central India from 9th October to 22nd December 1918.

Mr. W. Fanshawe, English Assistant Master Mayo College was on military duty from 8th October 1918 to 12th January 1919.

During the absence of Messrs Madden and Fanshawe on military duty Messrs A. T. Gidwani and S. K. Sen were appointed Temporary Indian Assistant Masters from 22nd October to 31st December 1918.

Lala Radhey Lal Capoor was on medical leave from 23rd January to 14th April 1919, and Lala Bansi Dhar worked for him during his absence.

Dafadar Bagho Khan of the Jodhpur Imperial Service Cavalry Riding Master of the Mayo College was replaced by Dafadar Sajan Singh on 21st January 1919.

Babu Narendra Nath Saha was appointed Games Superintendent on 17th September 1918.

Lt.-Colonel R. O. Macwatt, O.I.E., I.M.S., remained in medical charge of the College till the 11th June 1918 after which he was replaced by Lt.-Colonel P. B. Haig, I.M.S.

A List of the College staff as it stood on the 30th April 1919 is given in Annexure B.

4. The number of boys on the College roll at the end of last year was 120. During the year 36 boys left and 28 joined the College, leaving the total at the end of the year 112.

THE COLLEGE ROLL.
Total Number.

Annexure C gives the names of the 36 boys, who were withdrawn during the year, their ages, States and the periods of their stay at the College. 26 of these belong to Rajputana, 4 to Central India and 6 to other States.

Withdrawals.

Amongst the Post-Diploma boys Sahibzadah Abdul Munim Khan of Tonk and Kanwar Hukam Ali Khan of Mandawar, Alwar left after passing the Higher Diploma examination. His Highness Raja Narendra Shah of Tehri left to learn administration work of his State and Kanwar

Ari Sal of Kunadi, Kotah to join the training School at Indore with a view to obtaining Temporary King's Commission. Kanwar Ratan Singh of Bharatpur left on account of ill health.

Eight boys left after passing the Diploma examination. Of these Maharaj Pratap Chandra Bhanjdeo of Mayurbhanj joined the Muir Central College, Allahabad and Sahibzadah Aitzazuddin Ahmad of Loharu obtained a Commission in the Military Department as 2nd Lieut. in Baluchistan Field Force, Quetta.

Raja Bhawani Shankar Shikhar Deo of Gangpur, Kanwar Bhawani Singh of Danta and Thakur Amar Singh of Alniawas left to learn administrative work in their respective states and estates.

Bhanwars Bir Singh and Jayendra Singh of Orchha were transferred to the Rajkumar College, Rajkot.

Thakur Sawai Singh of Tatera, Jaipur died of Influenza at home.

The others were withdrawn on account of age or for domestic reasons.

Admissions.

Annexure D gives the names of the 28 boys, who were admitted during the year with names of their parents, dates of joining and the states from which they came.

Of the 28 new boys, 5 came from Rajputana, 18 from Central India, 2 from Surat, 1 from the Panjab and 2 from Madras.

Of the 5 Rajputana boys, 2 each came from Marwar and Jaipur and 1 from Kishangarh.

As regards age and attainments the new admissions were generally satisfactory.

The Bundi, Dungarpur, Jaisalmer and Sirohi States were unrepresented at the end of the year.

The distribution of the College Roll at the end of the year was as follows :—

(a) Rajputana States :—

Alwar	...	...	...	...	12
Marwar	...	...	...	...	12
Bharatpur	...	...	...	...	9
Ajmer	...	...	...	...	6
Dholpur	...	...	...	...	6
Bikaner	...	...	...	...	5
Kotah	...	...	...	...	5
Mewar	...	...	...	...	5
Banswara	...	...	...	...	4
Jaipur	...	...	...	...	3
Tonk	...	...	...	...	3
Jhalawar	...	...	...	...	2
Karanli	...	...	...	...	1
Kishangarh	...	...	...	...	1
Kushalgarh	...	...	...	...	1
Nimrana	...	...	...	...	1
Partabgarh	...	...	...	...	1
Shahpura	...	...	...	...	1

Total ... 78

(b) Central India States :—

Sailana	...	...	...	...	3
Indore	...	...	...	...	2
Jaora	...	...	...	...	2
Ratlam	...	...	...	...	2
Alipura	...	...	...	...	1
Bihat	...	...	...	...	1
Dhar	...	...	...	...	3
Jhabua	...	...	...	...	1
Karandia	...	...	...	...	1
Kurwai	...	...	...	...	1
Total	...	...	...	...	17

(c) Other States :—

Madras	...	...	...	...	5
Bihar and Orissa	...	...	...	...	2
Mahikantha	...	...	...	...	2
Nepal	...	...	...	...	2
Surat	...	...	...	...	2
Kathiowar	...	...	...	...	1
Kashmir	...	...	...	...	1
Punjab	...	...	...	...	1
United Provinces	...	...	...	...	1
Total	...	...	...	...	17

Grand Total ... 112

On a comparison with last year it will be seen that the number of Rajputana boys decreased from 99 to 78, that of Central India boys increased from 3 to 17 and that of other states decreased from 18 to 17.

5. The following table gives for the last 17 years (a) the number on the College roll at the end of the year (b) the daily average number on the roll and (c) the daily average number present :—

AVERAGE NUMBER, AGES AND ATTENDANCE.

Year.	No. on the roll at the end of the year.	Daily average No. on the roll.	Daily average No. Present.
1902-1903	49	51	43.65
1903-1904	88	68.96	64.06
1904-1905	96	87.50	82.01
1905-1906	123	108.51	102.43
1906-1907	143	135.32	128.88
1907-1908	165	148.88	138.24
1908-1909	171	169.74	157.20
1909-1910	184	179.27	166.53
1910-1911	200	197.65	181.25
1911-1912	202	198.71	181.25
1912-1913	189	189.06	170.61
1913-1914	177	177.19	161.05
1914-1915	156	155.47	145.78
1915-1916	148	147.53	137.64
1916-1917	143	139.21	127.54
1917-1918	120	121.68	107.40
1918-1919	112	107.77	94.54

The daily average number absent with leave is 11.47 as against 12.84 last year.

Annexure E contains a table giving the number of boys arranged according to classes, their ages, length of residence and attendance and the maximum, minimum, and average age in class.

The average age of each class is given below :—

Post Diploma Class 3rd year	...	...	...	...	20-10
Post Diploma Class 2nd year	...	...	...	...	21-7
Post Diploma Class 1st year	...	...	...	...	18-6
Diploma Class	...	...	...	...	19-9
Class II	...	...	...	...	16-11
Class III	...	...	...	...	17-7
Class IV	...	...	...	...	16-1
Class V	...	...	...	...	15-5
Class VI	...	...	...	...	13-1
Class VII	...	...	...	...	13-11
Class VIII	...	...	...	...	11-8

It is to be noted that there has been a steady falling off in the numbers since 1912, and had it not been for the unexpected entry of boys from Central India the falling off in the year under-report would have been still more noticeable. Personally I am of opinion that the College cannot give proper accommodation to more than about 140 boys at the very outside and this figure might be regarded as the maximum. Recently a large number of small boys have entered the College and I think the falling off in numbers during the last year may be regarded as fortuitous and exceptional.

HEALTH.

6. The health of the College was well maintained in spite of the epidemic of influenza in the city and neighbourhood of Ajmer. The daily average number of boys sick was 1.95 and the average percentage of sickness was 2.06. There were 2 cases of typhoid fever, one of measles and two of fracture of arm and wrist.

The only serious case was that of Inayat Ali Khan of Bangnapalli : he was treated in the College hospital and thanks to the skill of the Civil Surgeon Colonel Haig and the devotion of Rai Sahib Babu Brindaban Chandra Sur and the Nurses, Misses Gallagher and Boyce, he made a complete recovery.

Rewards were given for 204 snakes killed during the year.

7. A detailed statement of the Income and Expenditure of the College Fund for the year 1918-19, is given in Annexure F.

The following is a condensed statement :—

Opening balance on 31st March 1918 in the Ajmer Treasury	...	Rs.	15,800	4	10
Receipts during the year	...	...	1,28,810	5	4
Total Receipts	...	Rs.	1,44,610	10	2
Expenditure during the year	...	...	1,28,489	5	1
Closing balance on 31st March 1919, in the Ajmer Treasury	...	Rs.	16,121	5	1

There are no arrears of contribution from the States.

The foregoing statement includes among the receipts the annual subsidy from Government amounting to Rs. 55,018 but does not include the sum expended from Imperial Funds upon the upkeep of buildings and roads amounting to Rs. 2,987-8-6.

Destruction of snakes.

FINANCE.

Income and Expenditure.

College Fund Balance Sheet.

Expenditure from Imperial Funds.

The total expenditure from Imperial Funds thus amounts to Rs. 58,005-8-0.

A detailed statement of the Income and Expenditure for the maintenance of the Post Diploma Classes for the year 1918-19, is given in Annexure C. Maintenance of the Post Diploma Classes.

The following is a condensed statement :—

Opening balance on 31st March 1918, in the Ajmer Treasury	Rs. 12,517 7 4
In the Alliance Bank of Simla Ltd., Ajmer	58,000 0 0
	<u>Rs. 70,517 7 4</u>
Receipts during the year	48,524 14 7
Total Receipts	<u>Rs. 1,19,042 5 11</u>
Expenditure during the year	30,503 0 6

Closing balance on 31st March 1919 :—

Invested in 5½% Loan of 1921	Rs. 48,000 0 0
In the Alliance Bank of Simla Ltd.	15,000 0 0
In the Ajmer Treasury	30,539 5 5
	<u>Rs. 88,539 5 5</u>

The cost of the maintenance of the 9 Boarding Houses (excluding contributational works) amounted to Rs. 27,254-8-0. The cost of the contributational works defrayed by the States amounted to Rs. 4,078-5-10 of which Rs. 3,973-9-10 were expended on annual repairs and Rs. 104-12-0 upon new works at the Tank House.

Expenditure by the States.

The ordinary expenditure by the States thus comes to Rs. 31,228-1-10 as against Rs. 25,508-7-3 last year and the extraordinary expenditure to Rs. 104-12-0 making a total of Rs. 31,332-13-10.

The annual fees from boys outside Rajputana and Central India amounted to Rs. 8,300-0-0 as against Rs. 11,500-0-0 last year and are included in the receipts of the College Fund.

Fees from boys outside Rajputana and Central India.

The receipts under the head Book, Play and Medical Fund derived from the fee of Rs. 50 per annum from each boy amounted to Rs. 7,050. The expenditure amounted to (a) Rs. 4,111-1-1 for books (b) Rs. 7,019-14-11 for play ground requisites and (c) Rs. 3,901-3-9 for medical establishment and stores making a total of Rs. 15,032-3-9 and leaving a deficit of Rs. 7,982-3-9 to be met from the College Fund.

Book, Play and Medical Fund.

The receipts of the Athletic Fund from voluntary subscriptions and sale of College Squadron buttons and squash racquet balls amounted to Rs. 540-13-7. A sum of Rs. 648-18-7 was spent in the purchase of squash racquet balls.

Students' Account Athletic Fund.

The Temple Fund which is maintained by voluntary subscriptions received Rs. 165-6-6 during the year. A sum of Rs. 258-5-0 was spent on the temple services.

Temple Fund.

The ordinary income for the year 1918-19 including Rs. 8,300-0-0 realised as fees from boys outside Rajputana and Central India amounted to Rs. 1,28,810-5-4 while the ordinary expenditure amounted to Rs. 1,14,264-6-7 giving a surplus of Rs. 14,545-14-9.

Income and Expenditure of the College Fund for 1918-19.

There were no extraordinary receipts during the year and thus the total surplus available amounted to Rs. 30,346-8-7 as shown below :—

Opening balance	Rs. 15,800 4 10
Surplus of ordinary receipts over ordinary expenditure	14,545 14 9
Total	<u>Rs. 30,346 8 7</u>

Against this surplus an extraordinary expenditure of Rs. 14,224-14-6 as detailed below was incurred :—

Construction of a sweeper's house at the Colvin House	Rs.	224	14	6
Amount set aside and invested in short term bonds of the War Loan for installation of electric light and fans			14,000	0 0
Total	Rs.	14,224	14	6

leaving a closing balance of Rs. 16,121-5-1 on the 31st March 1919.

Budget Estimates for 1919-20

The Budget Estimates of the Mayo College Fund and of the Post Diploma Course Fund for 1919-20 are given in Annexures H and I respectively.

Mayo College Fund.

The ordinary income of the Mayo College Fund for the year 1919-20 including fees from boys from States outside Rajputana and Central India is estimated at Rs. 1,27,611 and the ordinary expenditure at Rs. 1,24,595 leaving a surplus of Rs. 3,016.

The extraordinary receipts for the installation of electric light and electric fans and Gas Plant is estimated at Rs. 20,803 as follows :—

Balance of grant for the Science Laboratory given by His Highness the Maharaja Scindia of Gwalior invested in 5½% War Loan	Rs.	6,500
Interest on the above in bank	"	803
Amount set aside and invested in 5½% War Loan	"	14,000
Total	Rs.	20,803

The total anticipated surplus over ordinary expenditure is estimated at Rs. 39,940-0-0 as shown below :—

(1) Opening balance	Rs.	16,121
(2) Balance of ordinary income over ordinary expenditure	"	3,016
(3) Extraordinary receipts	"	20,803
Total	Rs.	39,940

Against this surplus the following extraordinary expenditure is proposed amounting to Rs. 23,370 leaving a closing balance of Rs. 16,570 :—

(1) Babul wood door for the Motor Car house at the New Bharatpur House	Rs.	150	0	0
(2) Privies for servants at the New Bharatpur House	"	230	0	0
(3) Horse trough at the New Bharatpur House	"	55	0	0
(4) Dhana, bullock run and drains for Kashmir House well	"	945	0	0
(5) Installation of electric light and electric fans in College buildings. ..	"	17,000	0	0
(6) Installation of Gas Plant for the College Laboratory	"	4,990	0	0
Total	Rs.	23,370	0	0

Post-Diploma Course, Fund.

The donations from Chiefs for the maintenance of the Post Diploma Classes for the year 1919-20 including interest on unutilized amounts are estimated at Rs. 48,040 against which an expenditure of Rs. 39,830 is proposed, leaving a surplus of Rs. 8,210. Adding to this surplus of Rs. 8,210 the actual opening balance of Rs. 88,539 the closing balance on 31st March 1920 is estimated at Rs. 96,749. This large balance is due to savings effected by the reduction of the European Teaching Staff of the Post Diploma Classes owing to war conditions. It will be for the General Council of the College to decide the best way of utilising this surplus. It may be that the Council will see fit to utilise some of it at any rate in providing quarters for the Indian Masters within the College precincts, the advantage of which has already been admitted.

In view of the possibilities of the College having a full European Staff in the future and of the pay of the teaching staff being enhanced the smallness of the estimated balance of Rs. 8,000 in the College Fund calls for some uneasiness. Since the annual contributions of the various states were fixed in 1888 and even since the reorganisation of the College in 1904-5 when it was supposed to be placed on a sound financial basis, prices have risen enormously without a corresponding increase in income. This is a matter which will engage the attention of the Council at its next meeting.

8. Rajkumar Alakhnayan Gajpatiraj of Vizianagram has kindly given a sum of Rs. 500 as an endowment the interest of which is to be utilized in the purchase of a silver medal to be awarded annually to the candidate who stands first in the examination of the First Aid to the Injured.

GIFTS.

On the occasion of the retirement of Mahamahopadhyaya Pandit Shiv Narayan, late Head Pandit of the College his pupils, past and present, subscribed a sum of Rs. 1,818 and handed it over to the Principal for the endowment of a gold medal from the interest thereof to be called Pandit Shiv Narayan Gold Medal and awarded annually to the best Sanskrit student of the Diploma Class of that year.

About 50 new trees were planted during the year and the College vegetable and fruit garden has again been brought under cultivation with good results.

Tree Planting.

9. The primary requirement of the College is still electric installation. This is a matter which has engaged the attention of the Committee and provision is being made to supply the necessary funds. It is hoped that an arrangement may be made with the Municipality for the provision of power and that at no very distant date the anachronism of oil lamps and hand-pulled punkhas may disappear from the College.

REQUIREMENTS.

The old Swimming Bath has been put into repair and has been in use, but it is too small and is entirely lacking in dressing accommodation. Not more than ten people can bathe at a time in the present bath with comfort and the present method of filling the bath by bullock labour is slow and makes frequent changes of the water an impossibility. The improvement of the swimming bath is a matter which is receiving the attention of the Managing Committee.

Reference has already been made to the desirability of providing quarters in the College precincts for the Indian Staff. The provision of such quarters would render it possible for the Teaching Staff to take more interest in the general life of the College and by increasing the value of the appointments offer additional attractions for capable men to join the Staff of the College.

In previous reports reference has been made to the necessity of building a new Temple for the College. The interest which His Highness the Maharaja of Alwar has taken in this matter and the generosity of the Ruling Princes of Rajputana have now ensured the erection of a suitable building.

The institution of a College Shop and a dairy farm are matters which will engage the attention of the Committee in the near future.

10. The course of studies was practically unchanged and is given in Annexure J together with the Class Time Table and a table showing the number of boys following different courses.

SCHOOL WORK.

The Diploma Examination was conducted in April 1919 under the orders of the Government of India by Mr F. O. Turner, Principal of the Dacca College Bengal and Mr. R. H. Beckett, Principal of the Victoria College of Science, Nagpur.

Annual Examination
Diploma Class.

The papers set for the Diploma Class are given in Annexure K, and the results for all the Colleges in Annexure L.

The written examination lasted from 22nd to 29th April 1919 while the oral and practical tests were taken by the examiners during their inspection of the College.

Fourteen candidates from the Mayo College appeared for the Diploma Examination of whom eleven passed.

Out of 25 candidates who appeared altogether, the Mayo College took the 1st, 2nd, 3rd, 4th, 5th, 6th, 8th, 10th and the 11th place. Nawab Sarwar Ali Khan of Kurwai who stood 1st wins

His Excellency the Viceroy's Medal for the best scholar in the Diploma Class. He also stood 1st in History and Geography, Arithmetic and Science and 2nd in English. In English, History and Geography, Vernacular, Arithmetic, Mathematics and Science the Mayo College students headed the lists.

Out of 11 boys who passed, 5 passed in the 2nd Division, 2 of whom gained distinctions in two or more subjects.

The percentage of passes is 78 as against 70 last year. Considering the depletion of the European Staff during the greater part of the year and the fact that after the school year had begun several boys from the Duly College, Indore who had not received the full preliminary training for the Diploma examination were admitted into the diploma class, the result may be considered exceedingly good.

Post Diploma.

The total number of boys in the three Post Diploma Classes was 10.

Four candidates appeared for the Higher Diploma Examination, two of whom were successful.

They were :—

1. Kanwar Hamir Singh of Daspan, Marwar.
2. Thakur Amar Singh of Renwal, Jaipur.

The boys of the 2nd year class made a tour with the Extra Assistant Commissioner, Beawar in February 1919 and visited 3 villages.

1st and 2nd year Post Diploma Classes and Classes below the Diploma.

The examination of the 1st and 2nd year Post Diploma Classes and classes below the Diploma was spread over a number of weeks in March and April 1919 with a view to avoid cramming and two or three tests were given in each subject. It was conducted by the Class Masters.

In all classes out of 112 boys on the roll 106 were present at the examination.

The following is a summary of the results of all the examinations:—

CLASS.					No. of boys in class.	No. examined.	No. passed in all subjects.	No. failed in one or more subjects.
Post Diploma Class 3rd year	...	...	...	...	4	4	2	2
Do. 2nd "	...	...	...	...	3	3	2	1
Do. 1st "	...	...	...	...	3	3	3	...
Diploma Class	...	...	...	...	15	14	11	3
Class II	...	...	...	...	9	9	3	6
" III	...	...	...	...	13	11	6	5
" IV	...	...	...	...	15	15	5	10
" V	...	...	...	...	10	10	5	5
" VI	...	...	...	...	13	12	5	7
" VII	...	...	...	...	11	10	9	1
" VIII—A	...	...	...	...	7	6	5	1
" VIII—B	...	...	...	...	9	9	5	4
Total	...	...	...	...	112	106	61	45

Altogether 61 out of 106 boys examined passed in all subjects, the percentage of passes being 57.54 as against 47.78 last year.

From 8th August to 4th September 1918 a course of lectures on "First Aid to the Injured" was given at the College according to the rules of the St. John Ambulance Association by Lt.-Colonel P. B. Haig, I.M.S., Civil Surgeon Ajmer, and attended by the elder boys and members of the Staff. The prescribed written and practical examinations were held by Dr. Sydney A. Wilkinson M.R.C.S., L.R.C.P., Medical Officer to the B. B. & O. I. Railway Co. Out of the 20 boys who appeared at the examination, 15 were successful and obtained certificates from the Association.

Lectures.
St. John Ambulance
Association Lectures

A Magic Lantern lecture on human body and First Aid was also given by Mr. L. G. Sathe.

The inspection of the College was conducted by Messrs F. O. Turner and R. H. Beckett from 25th to 29th March 1919.

Inspection.

The report of the Inspectors is printed in Annexure M.

There is nothing I think which calls for special comment in the Inspectors' remarks which are on the whole very favourable. It is however disappointing that they should have noticed a falling off in the attainments of the boys in English in the lower classes, as in these very classes during the past two years with the exception of a very brief period in spite of the depletion of the English Staff the whole of the English teaching has been in the hands of the European Staff. The suggestion made by the Inspectors will, so far as possible, be carried out. Arrangements have already been made for a gas installation for the laboratory.

Excluding the 1st XI and "A" Team of which the details are unavoidably lacking cricket matches were played by 5 Elevens as follows:—

OUTDOOR LIFE
Cricket.

Teams.	Captains.	Matches played	Won.	Lost.	Drawn.
2nd XI	K. Bijai Singh of Manki	10	5	2	3
3rd XI	K. Bij Singh of Orchha	5	2	2	1
4th XI	T. Daulat Singh of Basi	5	2	1	2
Under 15	S. Raof Ahmad of Tonk	1	1	0	0
5th XI	R. K. Ajatshatru Singh of Sailana	5	4	1	0
	Total	26	14	6	6

Football Matches were played by 6 Elevens as follows:—

Football.

Teams.	Captains.	Matches played.	Won.	Lost.	Drawn.	Goals for.	Goals against.
First Eleven	T. Amar Singh of Renwal	4	2	1	1	8	2
"A" Team	K. Bijai Singh of Manki.	4	3	1	0	9	5
Second XI	B. Raghunath Singh of Bharatpur	6	6	0	0	25	4
Third "	K. Shankar Singh of Khandu	4	2	1	1	8	1
Fourth "	R. Sukhdeo Singh of Poonch	3	2	1	0	6	2
Fifth "	R. K. Ajatshatru Singh of Sailana	4	1	3	0	6	11
	Total	25	16	7	2	57	25

Hockey.

Hockey matches were played by 3 elevens as follows :—

Teams.	Captains.	Matches played.	Won.	Lost.	Drawn.	Goals for	Goals against.
1st XI	T. Amar Singh of Renwal.	11	6	3	2	31	23
2nd XI	K. Hamir Singh of Daspan	2	2	0	0	11	0
3rd XI	K. Ganga Singh of Pokaran	3	2	1	0	9	4
	Total	16	10	4	2	51	27

Tennis.

Maharaj Abhai Singh of Banswara was Captain. 3 Matches were played during the winter term, of which two were won and one was lost. The record of matches for the spring term, apart from that against the Aitchison College, is not available.

Patiala Shield Competition.

The annual Competition against the Aitchison College took place at Lahore from the 5th to the 8th of March 1919

Cricket Match : The Mayo College won by an innings and 149 runs.

Tennis Doubles : The Mayo College won all 3 matches.

Tennis Singles : The Mayo College won 1 match and lost 2.

Athletic Sports : The Mayo College won the 100 yards, Putting the weight, and the Quarter Mile and tied in the Hurdles. The Aitchison College won the High Jump, Long Jump and Mile and tied in the Hurdles.

Tent-Pegging : The Aitchison College won both the individual and section competitions.

Football Match : The Mayo College won by 1 goal to nil.

The Mayo College thus won the Patiala Shield by $25\frac{1}{2}$ points to $11\frac{1}{2}$. This is the seventh occasion on which the Mayo College have won the shield, and the ninth occasion on which they have won the competition. The Aitchison College have won the shield five times.

Athletic Sports.

There were five divisions for the Athletic Sports, as usual. The number of entries and the general keenness displayed were well up to the usual standard. Two new records were established, both in the 3rd Division. In the 100 yards there was a record time of $11\frac{1}{2}$ seconds and in the Hurdles, a record time of $18\frac{1}{2}$ seconds. In Division IV, all 6 events were won by the same boy, Kanwar Shambhu Singh of Deogaon-Baghara, Ajmer.

Inter-House Tournaments.

For Cricket and Football the houses were divided into 4 groups and matches were played in the League System. The Portman Cricket Cup was won by the Tonk, Alwar and Kotah group and the Bikaner Football Cup by the Ajmer, Bharatpur and Udaipur group. The Bikaner House won the Victor Narayan Tennis Cup, and the Jhalawar House (Post Diploma) won the Victor Narayan Tag-of-war Cup. The Narsingarh Athletic Shield was won by the Ajmer House. The Maji Sahiba of Bharatpur's Cup for Physical Training was won by the Diploma Class. The Tent-pegging competition, which had not been held for the last two years owing to lack of sufficient entries was won this year by the Jaipur House.

Boarding Houses.

12. The distribution of boys by houses at the end of the year was as follows :—

Ajmer House	...	...	...	10
Alwar House	...	...	...	16
Bharatpur House	...	...	...	8

Bikaner House	...	...	...	10
Colvin House	...	...	...	17
Jhalawar House	...	...	...	8
Jaipur House	...	...	...	7
Jodhpur House	...	...	...	9
Kotah House	...	...	...	9
Tonk House	...	...	...	8
Udaipur House	...	...	...	6
Principal's House	...	...	...	2
Kashmir House	...	...	...	1
New Bharatpur House	...	...	...	1
Total				112

The system of common messing remained the same as last year.

Common Messing.

The prizes for the house gardens were adjudged by Mrs. Waddington, Mrs. Cotesworth and Mrs. Walker who awarded Her Excellency Lady Willingdon's Cup for the best house garden to the Colvin House.

House Gardens.

At the Ajmer Flower Show the College gardens secured 83 prizes.

The Monitors were 8 in number. Thakur Amar Singh of Renwal, Jaipur proved an excellent Head monitor. I have every reason to hope that the system is taking root and will eventually prove of great benefit to the College.

Monitors.

The Debating Society has held regular meetings throughout the year and is performing a useful function in training the boys in the use of the English Language and in helping them to acquire the power of consecutive thought and reasoning.

Debating Society.

13. The Annual Prize-giving took place on the 12th December 1918 when the Hon'ble Lt.-Colonel J. Manners-Smith, V.C., O.V.O., C.I.E., Agent to the Governor-General, Rajputana presided. There was a large gathering of visitors and some 24 old boys were present.

NOTEWORTHY EVENTS
Prize giving.

The Old Boys' Gathering was held in connection with the prize-giving. Matches at Cricket, Tennis, Hockey and Football were played between Past and Present.

Old Boys' Gathering.

The General Council met on the 13th December, 1918, when only 3 members were present in addition to the Hon'ble Colonel J. Manners-Smith, V.C., O.V.O., C.I.E., Agent to the Governor-General in Rajputana and Vice-President of the General Council who presided. As there was no Ruling Chief present at the meeting some questions which involved matters of fundamental importance were postponed.

Meeting of the General Council.

The Council resolved that in future the Anant Chaudas should be observed as a holiday, that Mr. Drake I.C.S. be permitted to draw pay according to Political Department time scale and that the grandson of the Raja Sahib of Dharampur be regarded as a cadet and pay college fee accordingly.

The Council also recorded its assent to the admission to the Mayo College of certain boys from the Daly College, Indore.

The Managing Committee met on the 28th April 1919, when only the Convener and the Principal, Mayo College were present. The Committee resolved that in view of the enhanced cost of

The Managing Committee.

living, they had full sympathy with the applications of Mr. Gaffar A. Saiyad, Pandit Chandra Dhar Guleri, Raf Sahib Lala Sangam Lal and Ram Ki-Jan Pajari of the College temple for increase of pay and allowances but in consideration of the financial position, of the College as shown by the budget they could not see their way to recommend them for sanction. The Committee recommended that an allowance of Rs. 50 per mensem be given from 12th November 1918, from the Post Diploma Course Fund to Pandit Raghunath Assistant Motamid of the Ajmer House for teaching Vernacular to the Post Diploma Classes. The Committee considered the proposal regarding the construction of quarters for the Motamid of the Ajmer House and resolved that it was very desirable that a Motamid having a family should live in the College and not have to resort to the bazar and therefore recommended that the house should be built and that the Government be asked to make the necessary addition. The Committee considered the proposals regarding the installation of electric light and electric fans in the College buildings and the installation of gas plant in the College laboratory and recommended that the proposals be sanctioned. The Committee recommended that the rent of telephone of the Vice-Principal's House should be paid by the College.

The Committee considered the proposal regarding the increase in the allotment for repairs to Imperial buildings and roads at the Mayo College and strongly recommended that the Imperial grant of Rs. 2,660 be raised to Rs. 4,000 on account of the great increase in the price of labour and materials since the sum was fixed in 1915.

The Committee also considered the proposal of His Highness Maharaja Sir Partap Singh regarding the provision of a Swimming Bath for the College and recommended that the Executive Engineer be asked to prepare an estimate for increasing the size and capacity of the existing bath and for enclosing and roofing it and that the Chief Engineer of the B. B. & O. I. Railway be addressed regarding the cost of supply of water for filling the bath twice a week from Budha Pushkar for five months in the year and that on receipt of the information required the matter be laid before the next meeting.

The Committee postponed the consideration of the budget estimates for 1919-20 and the financial position of the College as no other member attended the meeting.

The budget estimates were however passed by the Committee on their meeting held on the 20th August 1919.

The War.

Out of the College War Fund maintained by boys, masters, guardians and subordinate staff a special donation of Rs. 1,000 was placed at the disposal of His Excellency the Viceroy on the 4th August 1918, the 4th Anniversary of the declaration of war. During the year a donation of £50 was sent to H. R. H. the Duke of Connaught on account of King George's Fund for sailors and a sum of Rs. 213-4-0 was spent in distributing sweets to the poor in honour of the Allies Victory in November last. The total amount subscribed to the College War Fund since its initiation was Rs. 22,297-1-2 of which Rs. 19,697-14-1 have been given to various War Charities: the balance Rs. 2,599-3-1 is now being distributed and the fund has been closed.

A sum of Rs. 1,09,500 of the College and other funds was invested in the 2nd Indian War Loan during the year.

Conclusion.

14. Throughout the year the work of the College has been carried on with a very depleted European Staff and a great burden has lain on those who were forced to stay. For the ready assistance they have given me my thanks are due to Mr. S.F. Madden, Mr. W. Fanshawe and especially to Mr. D. H. C. Drake I.C.S., who for a certain period was left as my only assistant.

My thanks are also due to the Indian Staff who have given me all the assistance in their power. I would especially mention the name of Mr. Ghaffar Saiyad who in addition to his ordinary duties has been indefatigable and most successful in his efforts to restore the Library to order and has also given invaluable assistance in the playing grounds. Lala Radley Lal and Pandit Shyam Sunder have also done excellent voluntary work in restoring the vegetable garden.

It may be hoped that the College will in the near future have its normal staff.

In conclusion I may say that the behaviour of the boys throughout the year has been ~~on the~~ whole excellent and the general moral tone has been high.

I have the honour to be,

Sir,

Your most obedient servant,

F. A. LESLIE-JONES,

Principal, Mayo College, Ajmer.

ANNEXURES.

- ANNEXURE.—A. List of the Members of the General Council and the Managing Committee of the College.
- B. List of the College Staff on the 30th April 1919.
- C. Withdrawals.
- D. Admissions.
- E. List of boys arranged according to classes, age, length of residence and attendance, maximum, minimum and average age of classes.
- F. Statement of Income and Expenditure of the College Fund.
- G. Statement of Income and Expenditure for the maintenance of the Post-Diploma Classes.
- H. Budget Estimates of the Mayo College Fund for 1919-20 and details of establishment.
- I. Budget Estimates of the Post Diploma Course Fund for 1919-20.
- J. Schedule of work done during 1918-19, class time table, and table of boys following different courses.
- K. Papers for Diploma Examination.
- L. Results of all the Chiefs' Colleges Diploma Examination for 1919.
- M. Inspectors' Report on the Mayo College.
- N. Curriculum for 1919-20.
- O. Detailed results of the Annual Examination.
- P. Time Table of Out-door Exercises.

ANNEXURE A.

List of the Members of the General Council of the Mayo College, Ajmer, 1919.

PRESIDENT.

1. His Excellency the Viceroy.

VICE-PRESIDENT.

2. The Hon'ble the Agent to the Governor-General in Rajputana.

MEMBERS.

3. The Hon'ble the Agent to the Governor-General in Central India.
4. The Commissioner of Ajmer-Merwara.
5. The Inspector-General of Imperial Service Troops.
6. The Educational Commissioner with the Government of India.
7. Lt.-Colonel C. J. Windham C.I.E., I.A., Political Agent, Kotah and Jhalawar.
8. Major C. E. Luard I.A., Political Agent, Bhopal, Sehore.
9. Lt.-Colonel R. A. E. Benn C.I.E., I.A., Resident, Jaipur.
10. Lt.-Colonel P. T. A. Spence I.A., Resident, Mewar.
11. Mr. C. O. Watson, C.I.E., I.C.S., Political Agent, Eastern Rajputana States.
12. L. W. Reynolds Esqr., I.C.S., C.I.E., Resident, Marwar.
13. The Principal Mayo College (*Ex-Officio Secretary*.)

CHIEFS.

RAJPUTANA.

14. H. H. the Maharaja of Alwar.
15. H. H. the Maharawal of Banswara.
16. H. H. the Maharaja of Bharatpur.
17. H. H. the Maharaja of Bikaner.
18. H. H. the Maharao Raja of Bundi.
19. H. H. the Maharaj Rana of Dholpur.
20. H. H. the Maharawal of Dungarpur.
21. H. H. the Maharaja of Jaipur.
22. H. H. the Maharawal of Jaisalmer.
23. H. H. the Maharaj Rana of Jhalawar.
24. H. H. the Maharaja of Jodhpur.
25. H. H. the Maharaja of Karauli.
26. H. H. the Maharaja of Kishangarh.
27. H. H. the Maharao of Kotah.
28. H. H. the Maharawat of Partabgarh.
29. H. H. the Maharao of Sirohi.
30. H. H. the Nawab of Tonk.
31. H. H. the Maharana of Udaipur.

CENTRAL INDIA.

32. H. H. the Maharaja of Dhar.
33. H. H. the Maharaja Scindia of Gwalior.
34. H. H. the Raja of Ratlam.

BOMBAY.

35. H. H. the Maharaja Gaekwar of Baroda.

KASHMIR.

36. H. H. the Maharaja of Kashmir.

List of the Members of the Managing Committee of the Mayo College at Ajmer, 1919.

CHIEFS ELECTED

1. His Highness the Maharaja of Alwar.
2. His Highness the Maharaja of Bikaner.
3. His Highness the Maharawal of Dungarpur.
4. His Highness the Maharaja Scindia of Gwalior.
5. His Highness the Maharaja of Jaipur.
6. His Highness the Maharaj Rana of Jhalawat.
7. His Highness the Maharaja of Jodhpur.
8. His Highness the Maharaja of Kishangarh.
9. His Highness the Maharao of Kotah.
10. His Highness the Maharana of Udaipur.

CHIEFS NOMINATED BY THE HON'BLE THE AGENT TO THE GOVERNOR-GENERAL, RAJPUTANA.

11. His Highness the Maharaj Rana of Dholpur.
12. His Highness the Nawab of Tonk.
13. His Highness the Maharawal of Jaisalmer.

CHIEFS NOMINATED BY THE HON'BLE THE AGENT TO THE GOVERNOR-GENERAL IN CENTRAL INDIA.

- 14.
- 15.

POLITICAL OFFICER NOMINATED BY THE HON'BLE THE AGENT TO THE GOVERNOR-GENERAL IN RAJPUTANA.

16. Lt.-Colonel P. T. A. Spence, I.A., Resident in Mewar.

POLITICAL OFFICER NOMINATED BY THE HON'BLE THE AGENT TO THE GOVERNOR-GENERAL IN CENTRAL INDIA.

17. Major C. E. Luard, Political Agent in Bhopal, Sehore.

CONVENER.

18. The Commissioner of Ajmer-Merwara.

ANNEXURE B.

List of the College Staff on the 30th April 1919.

F. A. Leslie-Jones Esqr. M.A., *Principal.*

S. F. Madden Esqr. M.A., *Vice-Principal.*

W. Fanshawe Esqr. M.A., F.R.O.S., *English Assistant Master.*

D. H. O. Drake Esqr. I.C.S., *English Assistant Master.*

C. O. H. Twiss Esqr. M.A., *English Assistant Master (on deputation to Military Department.)*

Indian Assistants.

Rai Sahib Lala Sangam Lal, M.A., LL.B.

Maulvi Ghaffar Husain A. Saiyad, M.A., LL.B.

Pandit Lakshman Ganesh Sathic, M.A.

Munshi Gopi Nath Mathur, M.A.

Babu Ram Chandra Mukerji, M.A.

Maulvi Saiyad Abdul Wahid M.A.

Pandit Chandra Dhar Guleri, M.A.

Pandit Shyam Sunder Sharma, B.A., C.T.

Bhai Uttam Singh, Drawing Master.

Lala Gopi Nath Aggarwal, M.A., on deputation to Kotah State

Lala Radhey Lal Capoor, M. Sc., Temporary.

Lala Bhagwat Saran, B.A.

Lala Harcharan Dass B.A., L.T.

Munshi Debi Pershad, M.A., on Reserve list.

Swami Narayan Das, M.A., LL.B., Temporary.

Religious Instructor.

Mahamahopdeshak, Punjab Bhushan, Pandit Bulaki Ram Shastri, Vidyasagar, M.E.A.S.

Medical Officer.

Lt.-Colonel P. B. Haig I.M.S.

Sub-Assistant Surgeon.

Rai Sahib Babu Brindaban Chandra Sur.

Riding Master.

Dafadar Saijan Singh.

Superintendent of Games.

Mr. N. N. Saha, M. Sc.

ANNEXURE C.

Withdrawals during the year 1918-19.

No.	Names of boys.	AGES.		States to which they belong.	PERIOD OF THEIR STAY AT THE COLLEGE.	
		Years.	Months.		Years.	Months.
1	S. Abdul Munim Khan of Tonk ...	23	7	Tonk ...	8	9
2	K. Hamid Ali Khan of Mandawar ...	22	6	Alwar ...	11	2
3	K. Ratan Singh of Bharatpur ...	25	1	Bharatpur ...	8	10
4	H. H. Raja Narendra Shah of Tehri ...	20	8	Tehri, Garhwal ...	5	10
5	S. Aitzazuddin Ahmed of Loharu ...	19	7	Punjab ...	2	10
6	M. Pratap Chandra Bhanjdeo of Mayurbhanj ...	19	8	Orissa ...	9	9
7	K. Ari Sal of Kunari ...	19	5	Kotah ...	11	9
8	Diwan Bhartendra Singh of Panna ...	20	6	Panna C. I. ...	10	9
9	T. Nathu Singh of Gumanpura ...	18	11	Dungarpur ...	8	6½
10	K. Birendra Singh of Dholpur ...	21	...	Dholpur ...	7	2½
11	M. Chatar Singh of Banswara ...	20	4	Banswara ...	18	...
12	T. Bhawani Singh of Achlaoda ...	21	6	Partabgarh ...	8	8½
13	M. Kishor Singh of Banswara ...	19	3	Banswara ...	12	2½
14	M. K. Bhawani Singh of Danta ...	19	7	Mahikantha ...	11	3½
15	M. K. Goverdhan Singh of Partabgarh ...	18	8	Partabgarh ...	9	9½
16	M. Gulab Singh of Banswara ...	22	1	Banswara ...	12	10
17	Raja Bhawani, Shanker Shikhardeo of Gangpur ...	20	11	Orissa ...	5	5
18	K. Sajan Singh of Bankora ...	18	2	Dungarpur ...	8	9½
19	T. Amar Singh of Alniawas ...	17	6	Marwar ...	7	2
20	T. Sawai Singh of Tatera ...	16	5	Jaipur ...	Died.	2
21	M. Kan Singh of Barlu ...	13	9	Marwar ...	1	8
22	M. Anop Singh of Barlu ...	11	9	Marwar ...	1	8
23	K. Prem Singh of Suthalia ...	18	2	Rajgarh Biaora C. I. ...	...	2
24	K. Bahadur Shamsheer Jang ...	20	6	Nepal ...	9	1½
25	B. Bir Singh of Orchha ...	20	6	Orchha C. I. ...	...	2
26	B. Jayendra Singh of Orchha ...	14	1	Do. ...	...	2
27	Sardar Madho Singh of Biloni ...	18	11	Dholpur ...	5	...
28	K. Muhammad Karam Ali Khan ...	17	5	Dholpur ...	1	3
29	K. Ghamandi Singh ...	23	...	Bharatpur ...	6	10
30	K. Nawab Singh ...	19	5	Bharatpur ...	5	11
31	Raja Brijendra Singh of Wair ...	19	5	Bharatpur ...	10	5
32	K. Maharaj Singh ...	17	7	Bharatpur ...	8	6
33	M. K. Girdhar Singh ...	11	2	Jaisulmer ...	2	3
34	T. Gopal Singh of Dudu ...	17	2	Jaisulmer ...	2	...
35	T. Sher Singh of Ghugran ...	16	10	Dungarpur ...	6	9
36	S. Iktifaullah Khan ...	22	6	Tonk ...	11	7½

ANNEXURE D.

Admissions during the year 1918-19.

No.	Names of Boys.	Names of Parents.	States from which they come.	Date of Joining.	AGE AT THE TIME OF JOINING.		REMARKS.
					Years.	Months.	
1	Kanwar Ripusudan Singh	Maharaj Chatar Singh of Semlia	Sailana	7th August 1918	14	4	Second time.
2	Kanwar Raj Singh of Shingharh	Rao Sadul Singh of Shingharh	Ratlam	9th August 1918	19	11	
3	Kanwar Dule Singh of Bidwal	Thakur Jaswant Singh	Dhar	Do.	18	4	
4	Kanwar Bhom Singh of Bidwal	Thakur Jaswant Singh	Do.	Do.	17	4	
5	Nawab Sarwar Ali Khan of Kurwai	Nawab Yakub Ali Khan of Kurwai	Kurwai	Do.	16	7	
6	Thakur Prem Singh of Suthalia	Thakur Shambhu Singh of Suthalia	Rajgarh Bisora C.I.	Do.	17	10	
7	Thakur Man Mahipal Singh of Namli	Thakur Amar Singh of Namli	Ratlam	Do.	17	9	
8	Bhanwar Rup Narayan Dube	Colonel Madho Prasad Dube	Indore	Do.	15	11	
9	Rao Bir Singh of Bihat	Rao Mahipal Singh of Bihat	Bundel Khand	Do.	16	1	
10	Kanwar Dhairgashil Rao	Shrimant Yeswant Rao Puar	Dhar	Do.	15	8	
11	Bhanwar Bir Singh	Raja Bahadur Bhagwan Singh of Orchha	Orchha	Do.	20	1	
12	Bhanwar Jayendra Singh	Thakur Ratan Singh of Bori	Do.	Do.	13	8	
13	Thakur Sawai Singh of Bori	Thakur Ratan Singh of Bori	Jhabua	10th August 1918	15	4	
14	Sahibzadah Mir Ghulam of Surat	Mir Jafar Ali Khan of Surat	Surat	12th August 1918	17	2	
15	Sahibzadah Mir Nasiruddin of Surat	Mir Jafar Ali Khan of Surat	Do.	Do.	15	2	
16	Bhanwar Sham Narain Dube	Colonel Madho Prasad Dube	Indore	13th August 1918	19	2	
17	Thakur Moti Singh of Karandia	Thakur Dule Singh of Karandia	Alipura	14th August 1918	16	10	
18	Bhanwar Raghubar Singh of Alipura	Kanwar Harpal Singh of Alipura	Alipura	15th August 1918	17	4	
19	Sahibzadah Faiz Muhammad Khan	Khan Sahib Mansab Ali Khan of Malerkotla	Malerkotla	11th December 1918.	17	2	
20	U. II. Maharaja United Singh of Jodhpur	H. II. Maharaja Sumer Singh Bahadur of Jodhpur	Marwar	18th January 1919...	15	6	
21	Maharaj Ajit Singh of Jodhpur	H. II. Maharaja Sardar Singh Bahadur of Jodhpur	Marwar	Do.	11	8	
22	Mir Inayat Ali Khan	Nawab Mir Ghulam Ali Khan of Banganapalli	Madras	Do.	11	...	
23	Mir Fateh Ali Khan	Do.	Do.	Do.	9	...	
24	Sahibzadah Nasir Ali Khan	Major H. H. Nawab Sir Iftikhar Ali Khan of Jaora	Jaora	5th February 1919	12	8	
25	Sahibzadah Mumtaz Ali Khan	Do.	Do.	Do.	10	5	
26	Kanwar Ram Singh	Thakur Moti Singh of Harsoli	Jaipur	21st February 1919	13	...	
27	Kanwar Raghubath Singh	Thakur Moti Singh of Harsoli	Do.	Do.	11	...	
28	Kanwar Venkat Raman Ramamuj Prasad Singh	Rao Raja Anand Singh of Thal	Kishangarh	11th March 1919	11	...	

ANNEXURE E.

List of boys arranged according to classes, age, length of residence and attendance maximum, minimum and average age of classes.

NAMES.	Age on 30th April 1919.	How long resident in College.	ATTENDANCE FROM 1ST JULY 1918 TO 30TH APRIL 1919.				Maximum, Minimum and Average Age of Class.
			Present.	Absent with leave.	Absent without leave.	Total.	
POST-DIPLOMA CLASS—3RD YEAR.							
Kanwar Hamir Singh of Daspan, Marwar ...	20-9	11-4	228	17	...	245	22-6
Thakur Amar Singh of Renwal, Jaipur ...	21-6	10-8	237	8	...	245	19-5
Thakur Ranbijai Singh of Sarana, Ajmer ...	20-1	10-6	224	21	...	245	20-10
Kanwar Lokendra Pal of Kotla U. P. ...	19-5	8-10	183	62	...	245	
POST-DIPLOMA CLASS—SECOND YEAR.							
Sahibzadab Muhammad Taufiq Khan of Tonk ...	22-5	12-2	200	38	7	245	22-5
Rajkumar Ramchandra Singh of Sailana ...	19-1	9-6	228	17	...	245	19-1
Kanwar Ganga Singh of Pokaran, Marwar ...	23-3	12-10	229	16	...	245	21-7
POST-DIPLOMA CLASS—1st YEAR.							
Kanwar Jagat Shamsher Jang of Nepal ...	18-8	12-7	245	...	...	245	19-5
Thakur Sultan Singh of Palwa, Alwar ...	19-5	10-6	276	29	...	245	17-6
Sahibzadah Faiz Muhammad Khan of Malerkotla, Punjab ...	17-6	0-4	117	...	2	119	18-6
DIPLOMA CLASS.							
Kanwar Shanker Singh of Khandu, Banswara ...	19-3	8-9	222	23	...	245	
Maharaj Abhai Singh of Surpur, Banswara ...	21-1	11-6	191	54	...	245	
Kanwar Rawat Singh of Bursu, Marwar ...	18-3	8-8	245	...	...	245	
Raja Raj Singh of Rajgarh, Ajmer ...	17-8	10-10	239	6	...	245	
Maharaj Madan Singh of Banswara ...	21-7	13-3	229	16	...	245	
Kanwar Bijai Singh of Manki, Alwar ...	17-4	7-9	245	...	...	245	
Maharajkumar Rajendra Singh of Jhalawar ...	18-9	11-9	245	...	...	245	
Bakshi Raghunath Singh of Bharatpur ...	21-8	7-6	238	5	2	245	
Kanwar Fateh Singh of Bharatpur ...	20-7	5-9	220	20	5	245	21-9
Kanwar Keshav Singh of Dholpur ...	20-6	7-2	215	30	...	245	17-4
Kanwar Dule Singh of Bidwal, Dhar ...	20-2	0-8	206	...	...	206	19-9
Kanwar Raj Singh of Shivgarh, Ratlam ...	20-5	0-8	204	...	2	206	
Nawab Sarwar Ali Khan of Kurwai, C. I. ...	18-4	0-8	193	9	...	202	
Kanwar Sham Narayan Dube of Indore, C. I. ...	19-10	0-8	186	9	...	195	
Kanwar Bahadur Singh of Para, Alwar ...	21-9	13-3	139	106	...	245	
SECOND CLASS.							
Sahibzadah Mir Fazl-i-Ali Khan of Banganapalli, Madras ...	17-5	3-7½	179	66	...	245	
Kanwar Kalyan Singh of Bijwar, Alwar ...	16-9	7-5½	245	...	...	245	
Kanwar Mussoorie Shamsher Jang of Nepal ...	15-0	7-3½	245	...	...	245	
Rajkumar Raghuraj Singh of Nimrana ...	17-6	5-10	117	128	...	245	18-9
Thakur Amar Singh of Mori, Marwar ...	16-10	3-3½	223	22	...	245	15-0
Kanwar Nathe Singh of Bharatpur ...	15-10	6-9½	205	15	25	245	16-11
Rajkumar Alakinarayan Gajpatiraj of Vizianagram, Madras ...	16-8	10-½	187	58	...	245	
Kanwar Bhom Singh of Bidwal, C. I. ...	18-9	0-8	206	...	...	206	
Kanwar Raghuraj Singh of Alipura ...	18-1	0-8	194	...	...	194	

NAMES.

NAMES.	Age on 30th April 1919.	How long resident in College.	ATTENDANCE FROM 1ST JULY 1918 TO 30TH APRIL 1919.				Maximum, Minimum and Average Age of Class.
			Present.	Absent with leave.	Absent without leave.	Total.	
THIRD CLASS.							
Kanwar Pratap Singh of Banera, Mewar	18-5	7-5½	113	132	...	245	
Maharaj Bairi Sal of Kherli, Kotah	18-5	8-6½	238	7	...	245	
Rao Sajjan Singh of Kundla, Jhalawar	16-5	5-9	214	31	...	245	
Ticca Sukhdeo Singh of Poonch, Kashmir	17-7	4-7	157	88	...	245	
Raja Kishor Chandra Mardraj Hari Chandan of Nilgiri, Orissa	15-8	5-8	244	...	1	245	
Rajkumar Ajat Shatru Singh of Sailana, C. I.	14-5	6-6	221	24	...	245	
Thakur Umed Singh of Jhantla, Partabgarh	16-6	6-9	218	26	1	245	18-9
Kanwar Ripus udan Singh of Semlia, Sailana	15-1	0-8	201	7	...	208	14-5
Thakur Manmahipal Singh of Nauli, Ratlam	18-6	0-8	206	...	...	206	17-7
Mir Gulam of Surat	18-9	0-8	166	37	...	203	
Mir Nasir-uddin of Surat	16-8	0-8	166	37	...	203	
Bhanwar Rup Narayan Dube of Indore	16-7	0-8	159	29	...	188	
Rao Bir Singh of Bihat, Bundelkhand	16-1½	0-8	188	...	...	188	
FOURTH CLASS.							
Thakur Daulat Singh of Basi, Mewar	16-6	8-10	237	8	...	245	
Thakur Bhairon Singh of Nizamnagar, Alwar	17-7	9-10	233	11	1	245	
Raja Gopal Singh of Bharatpur	17-11	6-9	210	35	...	245	
Maharaj Sawai Raj Singh of Banswara	14-8	4-10	229	16	...	245	
Sardar Mangal Singh of Biloni, Dholpur	15-10	5-6	242	2	1	245	
Maharaj Mehtab Singh of Bamulia, Kotah	16-8	4-3	243	2	...	245	
Kanwar Giriraj Singh of Bharatpur	14-7	4-10	227	18	...	245	18-6
Rao Raja Akha Singh of Harsore, Marwar	16-2	1-9	235	10	...	245	14-2
Thakur Khuman Singh of Bidasar, Bikaner	18-6	4-6	174	71	...	245	16-1
Maharaj Bahadur Singh of Madri, Mewar	16-5	4-6	203	...	42	245	
Bhanwar Shatrughna of Shalipura	14-10	4-6	233	12	...	245	
Thakur Govind Singh of Raipur, Marwar	15-6	5-6	238	7	...	245	
Kanwar Brijbehari Singh of Kushalgarh	14-2	1-8	204	40	1	245	
Thakur Moti Singh of Karandia	17-4	0-8	145	56	...	201	
His Highness Maharaja Umed Singh of Jodhpur.	15-9	0-8	98	5	...	103	
FIFTH CLASS.							
Thakur Dhul Singh of Pipalda, Kotah	16-8	3-10	241	1	3	245	
Sardar Shamsher Singh of Dholpur	12-10	3-6	245	...	...	245	
Thakur Madho Singh of Sadara, Ajmer	16-5	4-3	216	29	...	245	
Thakur Devi Singh of Bhadravaj, Marwar	17-6	1-9	245	...	...	245	17-6
Kanwar Jiwan Singh of Tantoti, Ajmer	15-7	2-5	221	24	...	245	12-10
Thakur Devi Singh of Bijwar, Alwar	16-3	5-10	223	22	...	245	15-5
Thakur Rameshwar Singh of Bandanwara, Ajmer	14-7	3-3	245	...	...	245	
Thakur Pratap Singh of Bijapur, Mewar	14-4	3-3	220	25	...	245	
Bhanwar Dhairiyashil Rao of Dhar	15-5	0-8	206	...	...	206	
Thakur Sawai Singh of Bori, Jhabua, C. I.	16-2	0-8	198	7	1	206	
Kanwar Mahendra Singh of Tatarpur	14-4	1-3	229	16	...	245	
SIXTH CLASS.							
Sahibzadah Raoof Ahmad Khan of Tonk	18-1	2-9	228	16	1	245	
Kanwar Ganesh Pal of Hadoti, Karauli	14-2	3-9	204	40	1	245	
Kanwar Swarup Singh of Chitrakoti, Alwar	14-9	3-6	245	...	...	245	
Kanwar Shivan Singh of Alwar	15-2	2-9	210	35	...	245	
Patait Gauri Shanker Shikhardeo of Gangpur, Orissa.	15-0	3-9	220	25	...	245	
Kanwar Shri Narhardeoji Vijaideoji of Dharampur...	12-4	1-5	233	12	...	245	
Sardar Ranjit Singh of Dholpur	11-8	3-6	187	...	108	245	18-1
Rajkumar Vizianand Gajpatiraj of Vizianagram, Madras	14-8	2-10	190	55	...	245	11-8
Kanwar Sher Singh of Balunda, Marwar	12-7	3-8	31	...	214	245	13-11
Kanwar Balbir Singh of Bharatpur	14-8	1-8	216	29	...	245	
Kanwar Ram Sahai Singh of Bharatpur	18-7	5-3	238	7	...	245	
Shambhu Singh of Deogaon-Baghera, Ajmer	12-8	2-10	245	...	...	245	
Shah Nasir Ali Khan of Jaora	12-11	0-8	87	...	...	87	

NAMES.	Age on 30th April 1919.	How long resident in College.	ATTENDANCE FROM 1st JULY 1918 TO 30th APRIL 1919.				Minimum, Maximum and Average Age of Class.
			Present.	Absent with leave.	Absent without leave.	Total.	
SEVENTH CLASS.							
Kanwar Balwant Singh of Danta, Mahikantha	13-4	6-6	245	...	...	245	
Kanwar Bachan Singh of Alsar, Bikaner	17-8	2-8	229	16	...	245	
Maharaj Kesri Singh of Alsar, Bikaner	17-0	2-8	240	...	5	245	
Kanwar Amar Singh of Bijwar, Alwar	12-4	2-3	237	8	...	245	17-8
Maharaj Gulab Singh of Kotra, Kotah	13-8	1-9	243	2	...	245	10-7
Maharaj Devi Singh of Alsar, Bikaner	15-3	2-8	233	7	5	245	13-11
Sahibzadah Sultan Mahmud of Tonk	16-1	2-9	227	17	1	245	
Kanwar Ramnath Singh of Alwar	12-1	2-9	213	32	...	245	
Rajkumar Abhai Singh of Jodhpur, Marwar	11-4	2-7	202	43	...	245	
Sahibzadah Mumtaz Ali Khan of Jaora	10-7	0-3	87	...	...	87	
EIGHTH CLASS.							
Kanwar Govind Lal of Burja, Alwar	11-6	2-6	245	...	...	245	
Kanwar Dip Singh of Sarthal, Kotah	11-2	2-6	208	37	...	245	
Sardar Balbir Singh of Dholpur	14-0	1-8	238	7	...	245	
Lallu Ranjit Singh of Dholpur	16-1	1-9	243	2	...	245	
Kanwar Bijai Singh of Alsar, Bikaner	13-3	2-8	229	...	16	245	
Kanwar Man Singh of Banera, Marwar	9-7	2-9	...	245	...	245	
Maharaj Ajit Singh of Jodhpur, Marwar	11-11	0-3	99	4	...	103	
Kanwar Raghvendra Singh of Bharatpur	10-4	1-7	218	27	...	245	
Kanwar Bhanwar Singh of Bharatpur	13-6	1-7	245	...	...	245	
Kanwar Sawai Singh of Danta, Mahikantha	10-5	2-10	245	...	...	245	
Thakur Umed Singh of Nimaj, Marwar	10-10	1-9	86	155	4	245	
Mir Inayat Ali Khan of Banganapalli, Madras	11-0	0-3	103	...	...	103	
Mir Fateh Ali Khan of Banganapalli, Madras	9-0	0-3	103	...	...	103	
Kanwar Ram Singh of Harsoli, Jaipur	13-0	0-2	66	...	...	66	16-1
Kanwar Rughnath Singh of Harsoli, Jaipur	11-0	0-2	66	...	...	66	9-0
Kanwar Venkat Raman Ramanuj Prasad Singh of Thal Kishangarh	11-0	0-1	51	...	...	51	11-8

ANNEXURE

Statement showing the Income and Expenditure

Receipts.						Estimated Receipts for 1918-19,		Actual Receipts for 1918-19.	
						Rs.	A. P.	Rs.	A. P.
Interest on Government Securities	...	...	...	...	...	32,690	0 0	32,762	5 3
Interest on Port Trust Debentures	...	...	...	...	...	8,205	0 0	8,208	2 0
Interest on other investments	...	...	...	...	...	1,115	0 0	1,117	4 0
Interest on Reserve Fund 1,05,300	...	...	...	...	...	5,255	0 0	5,255	4 6
Interest on 14,000 set aside for installation of Electric light and Electric fans	...	...	...	...	...	405	0 0	405	2 2
Total						47,670	0 0	47,748	1 11
<i>Contributions from Native States and Private Persons.</i>									
From Udaipur	...	...	...	...	...	1,187	18 9	1,187	18 3
Jaipur	...	...	...	...	...	1,484	13 8	1,484	13 8
Bikaner	...	...	...	...	...	593	15 0	593	15 0
Karauli	...	...	...	...	...	178	3 0	178	3 0
Alwar	...	...	...	...	...	415	2 0	415	12 0
Sirohi	...	...	...	...	...	59	6 3	59	6 3
Tonk	...	...	...	...	...	59	6 8	59	6 8
Partabgarh	...	...	...	...	...	118	12 6	118	12 6
Jaisalmer	...	...	...	...	...	36	0 0	36	0 0
Bharatpur	...	...	...	...	...	593	15 0	593	15 0
Book, Play and Medical Fund Subscriptions	...	...	...	...	...	7,000	0 0	7,050	0 0
Annual Fee from Boys from States outside Rajputana and Central India	...	...	...	...	...	9,200	0 0	8,900	0 0
Total						20,928	1 0	20,078	1 0
<i>Contribution from Government</i>									
Annual Contribution	...	...	...	...	...	12,000	0 0	12,000	0 0
Annual Subsidy	...	...	...	...	...	43,018	0 0	43,018	0 0
Total						55,018	0 0	55,018	0 0
<i>Miscellaneous.</i>									
Conservancy and Garden Produce	...	...	...	...	...	2,400	0 0	2,408	2 11
Rent of Houses	...	...	...	...	...	830	0 0	831	5 2
Other Receipts	...	...	...	...	...	2,600	0 0	2,726	5 2
Total						5,830	0 0	5,965	2 5
Total Receipts						1,29,048	1 0	1,28,810	5 4
Opening Balance						15,870	3 10	15,500	4 10
Grand Total						1,44,918	4 10	1,44,310	10 2

F.

of the Mayo College Fund for the year 1918-19.

Expenditure.							Estimated Expenditure for 1918-19.		Actual Expenditure for 1918-19.	
<i>Establishment.</i>							Rs.	A. P.	Rs.	A. P.
Clerks	...	...	...	...	...	...	3,420	0 0	3,415	15 10
Police Guard	...	...	...	...	...	...	70	0 0	69	6 1
European Teaching Staff	...	...	...	...	...	...	34,810	0 0	34,782	10 2
Indian Assistant Masters	...	...	...	...	...	...	23,280	0 0	23,279	0 0
Shastri	...	...	...	...	...	...	1,200	0 0	1,200	0 0
Superintendent of Games	...	...	...	...	...	...	995	0 0	993	5 4
Drill Masters	...	...	...	...	...	...	710	0 0	707	0 0
Play Establishment	...	...	...	...	...	...	2,785	0 0	2,778	13 11
Colvin House Establishment	...	...	...	...	...	...	3,070	0 0	3,066	5 1
Allowance to Medical Officer	...	...	...	...	...	...	1,200	0 0	1,200	0 0
Medical Establishment	...	...	...	...	...	...	1,820	0 0	1,818	8 3
Garden Establishment	...	...	...	...	...	...	3,090	0 0	3,078	0 5
Conservancy Establishment	...	...	...	...	...	...	2,220	0 0	2,218	15 8
Servants	...	...	...	...	...	...	3,410	0 0	3,406	2 7
Sumptuary Allowance to Principal	...	...	...	...	...	...	1,200	0 0	1,200	0 0
Superannuation Pension	...	...	...	...	...	...	60	0 0	57	11 2
Total							83,840	0 0	83,266	14 4
<i>Contingencies.</i>										
Premium for the perfected pension for the Shastri	...	...	...	...	...	...	290	0 0	289	4 0
Purchase and Repairs of Furniture	...	...	...	...	...	...	1,200	0 0	562	12 1
Book and Play-Stores	...	...	...	...	...	...	12,500	0 0	12,181	0 0
Library	...	...	...	...	...	...	1,350	0 0	1,303	11 7
Laboratory Contingencies	...	...	...	...	...	...	100	0 0	67	11 0
Expenses of visiting teams	...	...	...	...	...	...	3,100	0 0	2,903	1 9
Travelling Expenses	...	...	...	...	...	...	100	0 0	24	2 0
Colvin House Contingencies	...	...	...	...	...	...	250	0 0	242	4 6
Prizes	...	...	...	...	...	...	1,000	0 0	258	0 0
Medical Stores	...	...	...	...	...	...	900	0 0	882	11 9
Garden Contingencies	...	...	...	...	...	...	2,300	0 0	2,280	11 8
Conservancy Contingencies	...	...	...	...	...	...	600	0 0	596	12 6
Water Rate	...	...	...	...	...	...	1,650	0 0	1,620	11 0
Stationery	...	...	...	...	...	...	580	0 0	576	3 0
Miscellaneous	...	...	...	...	...	...	3,350	0 0	3,325	8 2
Telephone Charges	...	...	...	...	...	...	250	0 0	250	0 0
Audit Charges	...	...	...	...	...	...	200	0 0	200	0 0
Rent of Principal's House	...	...	...	...	...	...	210	0 0	206	6 9
Construction of a Sweeper's House at the Colvin House	...	...	...	...	...	...	225	0 0	224	14 6
Repairs to Buildings	...	...	...	...	...	...	2,750	0 0	2,730	15 0
Repairs to Roads	...	...	...	...	...	...	500	0 0	487	9 6
Gratuity	...	...	...	...	...	...	30	0 0	28	0 0
Amount set aside for electric light and electric fans	...	...	...	...	...	...	14,000	0 0	14,000	0 0
Total							47,435	0 0	45,222	6 9
Total Expenditure							1,30,775	0 0	1,28,489	5 1
Closing Balance							14,071	5 10	16,121	5 1
Grand Total							1,44,846	5 10	1,44,610	10 2

Statement showing the Income and Expenditure for the

Receipts.					Estimated Receipts for 1918-19.			Actual Receipts for 1918-19.		
					Rs.	A.	P.	Rs.	A.	P.
<i>Donations from Chiefs.</i>										
From Jodhpur	...	...	...	...	18,000	0	0	18,000	0	0
„ Kotah	...	...	...	...	4,000	0	0	4,000	0	0
„ Bharatpur	...	...	...	...	4,000	0	0	4,000	0	0
„ Bikaner	...	...	...	...	4,000	0	0	4,000	0	0
„ Alwar	...	...	...	...	4,600	0	0	4,600	0	0
„ Kishangarh	...	...	...	...	200	0	0	200	0	0
„ Bundi	...	...	...	...	200	0	0	200	0	0
„ Sirohi	...	...	...	...	200	0	0	200	0	0
„ Dungarpur	...	...	...	...	200	0	0	200	0	0
„ Partabgarh	...	...	...	...	200	0	0	200	0	0
„ Kashmir	...	...	...	...	7,000	0	0	7,000	0	0
„ Tonk	...	...	...	...	1,940	0	0	2,215	5	1
„ Sailana	...	...	...	...	200	0	0	196	10	5

maintenance of the Post-Diploma Classes for the year 1918-19.

Expenditure.	Estimated Expenditure for 1918-19			Actual Expenditure for 1918-19		
	Rs.	A.	P.	Rs.	A.	P.
English Assistant Masters	13,000	0	0	12,522	10	8
Indian Assistant Masters	12,290	0	0	12,285	5	4
Allowance to Extra Assistant Commissioner, Beawar and Tahsildar, Ajmer	1,200	0	0	1,200	0	0
Tour Expenses	860	0	0	689	15	3
Servants	800	0	0	298	1	0
Upkeep of Jhalawar House —						
(a) Allowance to English Resident Master	895	0	0	268	15	2
(b) Indian Superintendent	1,200	0	0	1,200	0	0
(c) House Establishment	750	0	0	745	1	0
(d) House Contingencies	1,000	0	0	786	3	8
(e) Providing a Reading Room	585	0	0	511	12	0
 Total Expenditure	 32,020	 0	 0	 30,503	 0	 6
Closing Balance	86,737	7	4	*88,539	5	5
Grand Total.	1,18,757	7	4	1,19,042	5	11
* Invested in 5½ per cent Loan of 1921. Rs 43,000 0 0						
In the Alliance Bank bearing interest @ 4½ per cent 15,000 0 0						
In the Ajmer Treasury 30,539 5 5						
Total ... Rs. 88,539 5 5						

Budget Estimate of the

Heads of Receipts.	Budget Estimate for 1918-19.	Revised Budget Estimate for 1918-19.	Actuals for 1918-19.	Budget Estimate for 1919-20.	REMARKS.
INTEREST.—					
Interest on Government Securities					
Interest on 5,68,000 of 3½ p.c. loan of 1865 ...	32,690	32,690	32,768	19,655	
Interest on 1,81,800 of 5 p.c. loan of 1929-47 ...				9,065	
Interest on Port Trust Debentures amounting to 2,05,500 ...	8,205	8,205	8,208	8,205	
Interest on other investments ...	1,600	1,115	1,117	1,000	
Interest on Reserve Fund 1,05,300 of 5 p.c. loan of 1929-47 ...	5,255	5,255	5,255	5,255	
Interest on 14,000 of 5½ p.c. loan of 1921 set aside for Electric light and electric fans ...	...	405	405	...	
EDUCATION.—					
School Fees.—					
(1) Book, Play and Medical Fund subscriptions.	7,500	7,000	7,050	6,750	From
(2) Annual Fees from boys from States outside Rajputana and Central India ...	8,150	9,200	8,300	11,325	
MISCELLANEOUS.—					
Contributions.—					
(1) Contribution from Government.—					
(1) Annual Contribution ...	12,000	12,000	12,000	12,000	
(2) Annual Subsidy ...	43,018	43,018	43,018	43,018	
(2) Annual Contributions from Native States ...	4,728	4,728	4,728	4,728	
Rent of Houses ...	2,740	830	831	2,760	Rent of new Bharatpur House for a year.
Sale of fruits, grass &c., (Conservancy & Garden produce) ...	2,000	2,000	2,408	2,800	In 1918 no rent was realized from Barani land owing to scarcity of rainfall.
Miscellaneous ...	500	2,600	2,727	1,050	
Receipts for Installation of Electric light and electric fans in College buildings					
(1) Balance of grant for the Science Laboratory given by H. H. the Maharaja Scindia of Gwalior ...	...	...	...	6,500	
(2) Interest on the above ...	...	...	...	303	
(3) Amount set aside and invested in 5½ p.c. War Loan ...	...	...	...	14,000	
Carried over ..	1,28,386	1,29,046	1,28,810	1,48,414	

Mayo College Fund for the year 1919-20.

Heads of Expenditure.	Budget Estimate for 1918-19.	Revised Budget Estimate for 1918-19.	Actuals for 1918-19.	Budget Estimate for 1919-20.	REMARKS.
GENERAL ADMINISTRATION.—					
Establishment engaged in General Management and accounts.—					
Clerks	3,540	3,420	3,416	4,820	Increase due to annual increments and War allowance.
POLICE.—					
Executive Force	180	70	69		
EDUCATION.—					
Colleges and Schools.—					
(1.) European Teaching Staff	42,215	34,810	34,783	42,850	Increase due to return of Mr. Twiss from November 1919 and increased pay of Staff.
(2) Indian Assistant Masters	23,465	23,280	23,279	21,770	
(3) Shastri	1,200	1,200	1,200	1,200	
(4) Premium for perfected pension for the Shastri	290	290	289	290	
(5) Superintendent of Games	1,800	995	993	1,375	In 1918-19 the post was vacant for some months.
(6) Drill Masters	695	710	707	900	Increase due to War allowance
(7) Play Establishment	2,590	2,785	2,779	4,050	Increase due to War allowance.
(8) Purchase and Repairs of Furniture	1,200	1,200	563	1,200	
(9) Book and Play Stores	12,500	12,500	12,131	11,000	
(10) Library	1,000	1,350	1,304	1,000	
(11) Laboratory Contingencies	100	100	68	100	
(12) Expenses of visiting teams	2,000	3,100	2,908	1,500	
(13) Sumptuary Allowance to Principal	1,200	1,200	1,200	1,200	
(14) Travelling Expenses	100	100	24	100	
(15) Colvin House Establishment	3,190	3,070	3,066	3,565	Increase due to annual increment to moolamid and War allowance to servants Includes Rs. 100/- for common room.
(16) Colvin House Contingencies	150	250	242	275	
Scholarships and Prizes.—					
Prizes	1,000	1,000	288	1,000	
MEDICAL (PROFESSIONAL ESTABLISHMENT).—					
(1) Allowance to Medical Officer	1,200	1,200	1,200	1,200	
(2) Pay of Sub-Assistant Surgeon	1,200	1,200	1,200	1,200	
(3) Local allowance to Sub-Assistant Surgeon	300	300	300	300	
(4) Pension Contribution	200	200	200	200	
(5) Dresser	115	120	119	150	Increase due to War allowance.
(6) Medical Stores	1,000	900	883	900	
MINOR DEPARTMENTS.—					
(1) Garden Establishment	2,840	3,090	3,078	3,650	Increase due to War allowance.
(2) Garden Contingencies	1,200	2,300	2,281	1,800	
(3) Conservancy Establishment	2,000	2,220	2,214	3,075	Increase due to War allowance.
(4) Conservancy Contingencies	1,000	600	597	1,000	
(5) Water Rate	2,000	1,650	1,621	1,650	
(6) Construction of Dhana, bullock run and drains for Kashmir House well				945	
Superannuation.—					
(1) Pensions	60	60	58	55	
(2) Gratuities		30	28		
Carried over ...	1,11,480	1,05,300	1,03,083	1,14,320	

Mayo College Fund for the year 1919-20.

Heads of Expenditure.	Budget Estimate for 1918-19	Revised Budget Estimate for 1918-19	Actuals for 1918-19	Budget Estimate for 1919-20.	REMARKS.
Brought forward	1,11,480	1,05,300	1,08,088	1,14,320	
MISCELLANEOUS.—					
(1) Petty Establishment (servants)	3,550	3,410	3,406	4,840	Increase due to War allowance
(2) Stationery	800	580	576	300	
(3) Miscellaneous	2,400	3,350	3,325	2,400	
(4) Telephone Charges	250	250	250	400	Includes telephone charges of Vice Principal's House.
(5) Audit Charges	200	200	200	200	
(6) Rent of Principal's House	60	210	206	230	
PUBLIC WORKS.—					
Original Works.—					
Construction of sweeper's house at the Colvin House	...	225	225	...	
Babul wood door for Motor Car house at the New Bharatpur House	...	...	...	150	
Privies for servants at the New Bharatpur House	...	...	...	230	
Horse trough at the New Bharatpur House	...	...	...	55	
Repairs and Maintenance.—					
(1) Repairs to Buildings	2,500	2,750	2,731	2,500	
(2) Repairs to Roads	500	500	487	300	
Amount to be set aside and to be invested in short term bonds of the New War Loan for the Installation of electric light and electric fans	14,000	14,000	14,000	...	
Installation of Electric light and electric fans in College Buildings	...	...	...	17,000	
Installation of Gas Plant in the College Laboratory	...	...	...	4,990	
Total Expenditure	1,35,240	1,30,775	1,28,489	1,47,965	
Closing Balance	8,946	14,071	16,121	16,570	
GRAND TOTAL	1,44,186	1,44,846	1,44,610	1,64,535	

DETAILS OF ESTABLISHMENT FOR 1919-20.

GENERAL ADMINISTRATION—

Establishment engaged in General Management and accounts:—

Clerks—

Head Clerk	...	(100-10-150)	...	130	0	0
2nd Clerk	...	(50-5-75)	...	65	0	0
3rd Clerk	...	(40-2-50)	...	50	0	0
4th Clerk	...	(30-2-40)	...	34	0	0
Typist	...	...	...	30	0	0
				<u>309</u>	<u>0</u>	<u>0</u>

War Allowance to—

2nd Clerk	...	...	16	4	0
3rd Clerk	...	...	12	8	0
4th Clerk	...	...	8	8	0
Typist	...	...	10	0	0

47 4 0

356 4 0 × 12 =

4,275 0 0

Arrears of War Allowance for 1918-19—

2nd Clerk	...	...	15	0	0
3rd Clerk	...	...	12	8	0
4th Clerk	...	...	8	0	0
Typist	...	...	10	0	0

45 8 0 × 12 =

546 0 0

4 821 0 0

EDUCATION.—

Colleges and Schools.

(1) European Teaching Staff—

Principal

Mr. F. A. Leslie-Jones

March and April 1919	...	...	1,500 × 2 =	3
1st to 22nd May 1919 @ 1,500/-	...	...	=	1,064 8 3
23rd to 31st May 1919 @ 1,700/-	...	...	=	493 8 9
June to September 1919	...	...	1,700 × 4 =	6,800 0 0
1st October 1919 @ 1,700/-	...	...	=	54 13 5
2nd to 31st October 1919 @ 1,750/-	...	...	=	1,693 8 9
November 1919 to February 1920	...	...	1,750 × 4 =	7,000 0 0
				<u>20,106 7 2</u>

Vice-Principal.

Mr. S. F. Madden

March to April 1919	...	...	$1,000 \times 2 =$	2,000	0	0
1st to 22nd May 1919 @ 1,000/-	...	...	$=$	709	10	10
23rd to 31st May 1919 @ 1,200/-	...	...	$=$	348	6	2
June to September 1919	...	...	$1,200 \times 4 =$	4,800	0	0
1st to 31st October 1919 @ 1,200/-	...	...	$=$	309	10	10
9th to 31st October 1919 @ 1,250/-	...	...	$=$	927	6	8
November 1919 to February 1920	...	...	$1,250 \times 4 =$	5,000	0	0
				<u>14,095</u>	2	6

First Assistant Master

Mr. O. C. H. Twiss

November 1919	...	...	$=$	1,100	0	0
1st December 1919 @ 1,100/-	...	...	$=$	35	7	3
2nd to 31st December 1919 @ 1,150/-	...	...	$=$	1,512	24	5
January to February 1920 @ 1,150/-	...	...	$=$	2,300	0	0
				<u>4,548</u>	6	2

Second Assistant Master—

Mr. W. Fanshawe

March and April 1919	...	...	$1,000 \times 2 =$	2,000	0	0
May to December 1919 on leave						
January & February 1920	...	...	$1,050 \times 2 =$	2,100	0	0
				<u>4,100</u>	0	0
				<u>42,819</u>	15	10

(2) Indian Assistant Masters—

Mr. Ghaffar Husain A. Saiyad (200-20-400) ... $320 \times 12 =$ 3,840 0 0Mr. L. G. Sathe (200-20-300) ... $300 \times 12 =$ 3,600 0 0

Mr. R. C. Mukerjee (200-20-300).

March 1919 to December 1919	...	...	$280 \times 10 =$	2,800	0	0
1st to 24th January 1920 @ 280/-	...	...	$=$	216	12	5
25th to 31st January 1920 @ 300/-	...	...	$=$	67	11	10
February 1920	...	...	$=$	300	0	0
				<u>3,384</u>	8	5

Maulvi Saiyad Abdul Wahid (100-20-200) ... $200 \times 12 =$ 2,400 0 0

Pandit Chandra Dhar Guleri (100-20-200).

March to June 1919	...	...	$140 \times 4 =$	560	0	0
1st to 3rd July 1919 @ 140/-	...	...	$=$	12	8	9
4th to 31st July 1919 @ 160/-	...	...	$=$	144	8	3
August 1919 to February 1920	...	...	$160 \times 7 =$	1,120	0	0
				<u>1,838</u>	1	0

P. Shyam Sunder Sharma (100-10-150) ... $150 \times 12 =$ 1,800 0 0

Bhai Uttam Singh (100-10-150)

March 1919 ... 100 0 0

1st to 12th April 1919 @ 100/- ... 40 0 0

13th to 30th April 1919 @ 110/- ... 66 0 0

May 1919 to February 1920 ... $110 \times 10 =$ 1,100 0 0

Lala Bhagwat Saran (75-5-100) ... $100 \times 12 =$ 1,200 0 0

Lala Harcharan Das (75-5-100) ... Do. 1,200 0 0

Lala Radhey Lal (75-5-100) ... Do. 1,200 0 0

21,768 9 3

(3) Shastri ... $100 \times 12 =$ 1,200 0 0

(4) Premium for perfected pension for the Shastri—

Quarterly Premium ... $72 \ 5 \ 0 \times 4 =$ 289 4 0

(5) Superintendent of Games—

March to June 1919 ... $150 \times 4 =$ 600 0 0

1st to 8th July 1919 @ 150/- ... 38 11 3

21st to 31st July 1919 @ 100/- ... 35 7 9

August 1919 to February 1920 ... $100 \times 7 =$ 700 0 0

1,374 8 0

(6) Drill Masters—

1 Riding Master ... 25 0 0

1 Gymnastic Instructor ... 30 0 0

$55 \ 0 \ 0 \times 12 =$ 660 0 0

War Allowance to Gymnastic Instructor for 1918-19 and 1919-20 ...

240 0 0 900 0 0

(7) Play Establishment—

1 Pavilion bearer ... 9 0 0

1 Racquet Marker ... 8 0 0

1 Gardener ... 9 0 0

1 Storekeeper ... 9 0 0

8 Cricket, Lawn Tennis and

Racquet Coolies @ 8/- ... 64 0 0

4 Do. Do. @ 6/- ... 24 0 0

16 Do. do. @ 4/8/- ... 72 0 0

195 0 0 $\times 12 =$ 2,340 0 0

War Allowance from February

1919 to February 1920 ... $128 \ 0 \ 0 \times 13 =$ 1,664 0 0

4,004 0 0

Gymkhana Subscription...

4 0 0 $\times 12 =$ 48 0 0

4,052 0 0

(8) Colvin House Establishment—

Motamid (100-10-150).

March to September 1919	120 × 7 =	840 0 0
1st to 19th October 1919 @ 120/-	=	72 8 9
20th to 31st October 1919 @ 180/-	=	50 5 2
November 1919 to February 1920	180 × 4 =	520 0 0
		<u>1,483 13 11</u>

Assistant Motamid 75 × 12 = 900 0 0

House establishments—

2 Farrashes @ 9/- each ... 18 0 0

1 Chowkidar ... 8 0 0

1 Gardener ... 9 0 0

2 Assistant Gardeners @ 8/- each 16 0 0

2 Sweepers @ 7/- ... 14 0 0

65 0 0

× 12 =

780 0 0

War Allowance—

Arrears for February 1919 ... 16 0 0

March 1919 to Feb. 1920 ... 8 × 4 × 12 = 384 0 0

400 0 0

400 0 0

MEDICAL.—

(1) Allowance to Medical Officer ... 100 × 12 = 1,200 0 0

(2) Pay of Sub-Assistant Surgeon ... 100 × 12 = 1,200 0 0

(3) Local Allowance to Sub-Asst. Surgeon ... 25 × 12 = 300 0 0

(4) Pension Contribution to Sub-Asst. Surgeon ... 16 10 8 × 12 = 200 0 0

(5) Dresser ... 8 0 0 × 12 = 96 0 0

War Allowance ... 50 0 0

146 0 0

MINOR DEPARTMENTS.—

(1) Garden Establishment—

1 Carpenter (25-1-30) ... 25 0 0

1 Pakhal Bhishti ... 18 0 0

2 Bhishties @ 8/- ... 16 0 0

4 Gardeners @ 9/- ... 36 0 0

14 Assistant Gardeners @ 8/- ... 112 0 0

202 0 0 × 12 =

2,424 0 0

Arrears of War Allowance to Carpenter

for 1918-19 (8-5-4) — (2-0-0) ... 6 5 4 × 12 = 76 0 0

War Allowance to Carpenter for 1919-

1920 ... 8 5 4 × 12 = 100 0 0

Arrears of War Allowance to Bhishties

and Gardeners 21 Men @ 2/- for

February 1919 ... 42 0 0

War Allowance from March 1919 to

February 1920 ... 21 × 4 × 12 = 1,008 0 0

1,226 0 0

3,650 0 0

(2) Conservancy Establishment—

1 Darogah (15-2-25)	...	19	0	0		
4 Conservancy Coolies @ 8/-	...	32	0	0		
16 Do. @ 7/-	...	512	0	0		
		163	0	0	$\times 12 =$	1,956 0 0

War Allowance—

Arrears for February 1919	...	86	0	0	$=$	86 0 0
March 1919 to February 1920	...	86	0	0	$\times 12 =$	1,032 0 0
						1,118 0 0
						<u>3,074 0 0</u>

MISCELLANEOUS.—

Petty Establishment (Servants)—

1 Daftri (15 + 3 personal allowance)...	18	0	0		
1 Jamadar	...	15	0	0	
9 Peons @ 8/-	...	72	0	0	
1 Head Farrash (Science)	...	12	0	0	
1 Asst. Farrash Do.	...	8	0	0	
1 Head Farrash (College)...	9	0	0		
2 Assistant Farrashes @ 8/- Do.	...	16	0	0	
1 Drawing class Farrash	...	8	0	0	
1 Farrash for Library and Masters' room ...	...	8	0	0	
1 Sanitarium Farrash and Chowkidar	8	0	0		
1 Supervisor of Chowkidars (12-1-15)	13	0	0		
1 Asst. Supervisor of Chowkidars	...	8	0	0	
8 Chowkidars @ 8/-	...	64	0	0	
1 Office Cooly "	...	8	0	0	
1 Watchmaker	...	4	0	0	
		271	0	0	$\times 12 =$
					3,252 0 0

War Allowance—

Arrears for February 1919	...				$=$	122 0 0
March 1919 to February 1920	...	122	0	0	$\times 12 =$	1,464 0 0
						1,586 0 0
						<u>4,838 0 0</u>

Superannuation—

Pension to Conservancy Darogah	4	8	0	$\times 12 =$	54 0 0
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Budget Estimate of the Receipts and Expenditure for the maintenance

Heads of Receipts.	Budget Estimate for 1918-19.	Revised Budget Estimate for 1918-19.	Actuals for 1918-19.	Budget Estimate for 1919-20.	REMARKS.
Donations from Chiefs (being the interest on capital subscriptions and the annual subscriptions) for the maintenance of the Post-Diploma Classes ...	44,740	44,740	45,011	45,010	
Interest on unutilized amounts ...	2,500	3,500	3,514	3,030	
Total Receipts ...	47,240	48,240	48,525	48,040	
Opening balance ...	70,517	70,517	70,517	88,539	
GRAND TOTAL ...	1,17,757	1,18,757	1,19,042	1,36,579	

I.

of the Post-Diploma classes for the year 1919-20.

Heads of Expenditure.	Budget Estimate for 1918-19.	Revised Budget Estimate for 1918-19.	Actuals for 1918-19.	Budget Estimate for 1919-20.	REMARKS.
English Assistant Masters ...	22,000	18,000	12,523	17,585	Includes arrears of Mr. Drake's pay.
Indian Assistant Masters ...	11,100	12,290	12,285	13,000	Increase due to salary allowance to P. Raghunath for teaching vernacular and annual increment to M. Gopi Nath.
Allowance to Extra Assistant Commissioner, Beawar and Tehsildar, Ajmer ...	1,200	1,200	1,200	1,200	
Tour expenses ...	800	800	690	800	
Servants ...	460	300	298	695	Increase due to War allowance.
Upkeep of Jhalawar House:—					
(a) Allowance to English Resident Master ...	3,400	895	261	3,000	
(b) Indian Superintendent ...	1,200	1,200	1,200	1,200	
(c) House Establishment ...	720	750	745	965	Increase due to increment to Gardener and Farrash and War allowance.
(d) House contingencies ...	1,000	1,000	786	1,000	
(e) Providing a Reading Room at the Jhalawar House ...	...	585	512	400	250 for books. 150 for furniture. 400
(f) Installation of electric light and electric fans.	...	...	...	2,580	
Total Expenditure.	42,940	32,020	30,503	39,830	
Closing balance	74,817	86,737	88,539	96,749	
GRAND TOTAL	1,17,757	1,18,757	1,19,042	1,36,579	

Details of establishment for the Post-Diploma classes for 1919-20.

English Assistant Masters—

Mr. D. H. C. Drake i.c.s. pay on time scale.	750	0	0
Pension contribution	234	6	0
	<u>984</u>	<u>6</u>	<u>0</u>
Less amount paid	918	12	0
	<u>65</u>	<u>10</u>	<u>0</u>

Arrears of pay and pension contribution from
July 1918 to October 1918 65 10 0 $\times 4 =$ 262 8 0

1st to 21st November 1918 @ 65 10 0 $\times 2 =$ 45 15 0

Pay on time scale 850 0 0

Pension contribution 265 10 0

1,115 10 0

Less amount paid 918 12 0

196 14 0

Arrears of pay and pension contribution from
22nd November 1918 to 30th November

1918 @ 196 14 0 $=$ 59 1 0

December 1918 to February 1919 196 14 0 $\times 3 =$ 590 10 0

Total arrears ... 958 2 0

Pay on time scale 850 0 0

Pension contribution 265 10 0

1,115 10 0

Pay and pension contribution March 1919 to
October 1919 1,115 10 0

$\times 8 =$ 8,925 0 0

1st to 21st November 1919 @ 1,115 10 0 $=$ 750 15 0

Pay from 22nd November 1919 900 0 0

Pension contribution 281 4 0

1,181 4 0

22nd to 30th November 1919 @ 1,181 4 0

$=$ 354 6 0

December 1919 to February 1920 1,181 4 0

$\times 3 =$ 3,543 12 0

14,582 8 0

Indian Assistant Masters—

(1) R. S. L. Sangam Lal $400 \times 12 =$ 4,800 0 0

(2) M. Gopi Nath Mathur.

March 1919 to August 1919 $360 \times 6 =$ 2,160 0 0

1st to 26th September 1919 @ 360 = 312 0 0

27th to 30th September 1919 @ 380 = 50 10 8

October 1919 to February 1920 $380 \times 5 =$ 1,900 0 0

4,422 10 8

(3) Mr. Narayan Das ... 300 × 12 = 3,600 0 0

(4) Allowance to P. Raghunath Assistant
Motamid Ajmer House for teaching
Vernacular to the Post-Diploma Classes:—

12th to 30th November 1918 @ ... 50 = 81 10 8

December 1918 to February 1919 ... 50 × 2 = 150 0 0

March 1919 to February 1920 ... 50 × 12 = 600 0 0

781 10 8

13,604 5 4

Allowance to Extra Assistant Commissioner, Beawar and Tahsil-
dar, Ajmer ... 100 × 12 = 1,200 0 0

Servants—

3. Peons @ 8/- ... 24 0 0

1. Farrash @ 8/- ... 8 0 0 32 × 12 = 384 0 0

War Allowance ... 208 0 0

592 0 0

Upkeep of Jhalawar House—

Allowance to English Resident Master ... 250 × 12 = 3,000 0 0

Indian Superintendent ... 100 × 12 = 1,200 0 0

House Establishment—

Gardener ... Rs. 10 0 0

Assistant Gardener ... 8 0 0

Bhishti ... 8 0 0

Farrash ... 10 0 0

Chowkidar ... 8 0 0

Sweeper ... 8 0 0

Share of pay of stable

chowkidar ... 0 10 8

Do. do. Stable sweepers ... 1 10 9

54 5 5

× 12 = 652 1 0

War Allowance ...

312 0 0

964 1 0

Statement showing the investments at the credit of the Mayo College Fund and the Post Diploma Course Fund on the 31st March 1919.

Name of Fund.	Nature of Investment.	Amount.	Rate of interest.	Present value.
Mayo College Fund.				
Endowment Fund	Government Loan of 1865 ...	5,63,000	3½ per cent.	3,94,100 @ 70
Do.	Government War Loan of 1929-17.	1,81,800	5 per cent.	1,70,892 @ 94
Do.	Port Trust Debentures of Calcutta.	50,000	4 per cent.	41,000 @ 82
Do.	Do. Bombay ...	65,500	4½ per cent.	58,710 @ 82
Do.	Do. Karachi ...	90,000	4 per cent.	73,800 @ 82
Reserve Fund	Government War Loan of 1929-17.	1,05,300	5 per cent.	98,982 @ 94
Amount set aside for Installation of electric light and electric fans	Government War Loan of 1921...	11,000	5½ per cent.	14,420 @ 103
Balance of grant for Science Laboratory for installation of electric light and electric fans	Government War Loan of 1921...	6,500	5½ per cent.	6,695 @ 103
Post-Diploma Course Fund.				
Tonk and Sailana States donation for the Higher Chiefs College, the interest of which is utilized for the maintenance of Post-Diploma classes	Government War Loan of 1921...	44,000	5½ per cent.	44,320 @ 103
Unspent balance of donations for the maintenance of Post-Diploma classes	Do. do. ...	43,000	5½ per cent.	44,290 @ 103
Do.	Fixed deposit in the Alliance Bank of Simla ...	15,000	4½ per cent.	15,000

CLASS.	English.	History.	SUBJECTS.
1st Diploma Class, Third year.	1.—Text Books :— 1. Conan Doyle :—The Adventures of Sherlock Holmes. 2. Coleridge—Ancient Mariner. 3. Shakespeare :—As you like it. 4. " Macbeth. 5. Tennyson :—Passing of Arthur Coming of Arthur. 6 Milton.— On Shakespeare. L'Allegro. Il Penseroso. Lycidas. To the Nightingale on his having arrived at the age of 23. On his blindness. 2.—Essay writing and Grammar. 3.—General knowledge including a study of Economic questions.	1.—Vincent Smith's Early History of India. 2.—Lane Poole's Medieval India. 3.—Lyall's Rise of the British Dominion in India. 4.—Strachey's India. 5.—Anderson's British Administration in India.	Administration and Subjects for the Lower Standard Examination, Ajmer-Merwara. I.—ADMINISTRATION. (1) Notes on State Administration. (2) The Famine Code (Ajmer-Merwara.) (3) Notes on Famine Policy as laid down by the Government of India. II.—REVENUE. (1) The Ajmer Land Revenue Regulations VI of 1877. (2) The Irrigation Regulation and Rules. (3) The Land Acquisition Act (4) Land Improvement Loans Act of 1883 with Rules. (5) Agriculturists Loans Act of 1884 with Rules. III.—JUDICIAL. (1) The Indian Penal Code and Amended Acts, with the Whipping Act (2) The Code of Criminal Procedure. (3) The Code of Civil Procedure. (4) The Evidence Act. (5) The Ajmer Courts Regulation. (6) The Ajmer Laws Regulation. (7) The Ajmer Government Wards Regulation 1888 with Rules. (8) The Ajmer Taluqdars Loans Regulations 1911 with Rules. IV.—MISCELLANEOUS. (1) Transliteration and translation into Urdu or English of easy manuscript documents in (a) Kayasthi and (b) Mahajani characters. (2) Translation of a simple piece of English into Hindi in these characters. (3) Conversation in the ordinary language of the District with an ordinary villager. Similar tests in Urdu, omitting the conversational portion.

SUBJECTS.

AGE.	English.	History.	Administration.	Science or Economics.
<p>ost Diploma Class, Second year.</p>	<p>1.—Text Books:— PROSE.— Blackmore's Lorna Doone. POETRY.— Shakespeare :—As you like it, " Macbeth, 2.—Essay writing and Grammar. 3.—General knowledge.</p>	<p>Vincent Smith's Early History of India 472 pp. Lane Poole's Medieval India. Anderson's British Ad- ministration in India.</p>	<p>I.—ADMINISTRATION. (1) Notes on State Accounts. (2) The Famine Code (Ajmer-Merwara.) (3) Notes on Famine Policy as laid down by the Government of India. II.—REVENUE. A.—General Revenue Laws :— (1) Land and Revenue Regulation II of 1877. (2) Irrigation Regulation VIII of 1887. (3) Agriculturists Loans Act XII of 1884. (4) Land Improvement Loans Act XIX of 1883. B.—General Revenue Rules :— (1) Patwaris, Girdawars, and Registrar Girdawars Rules. (2) Rules for Survey and Boundary marks. (3) Irrigation Rules. (4) Rules for the maintenance of village maps. (5) Rules for Assessment of Land Revenue on villages under the variable system. (6) Taqavi Rules. (7) Other Revenue Rules :— Mutation Rules ; Wasil-baki Nawis Rules ; Appointment and dismissal of Lambardars ; Duties of Lambardars and Patels ; Duties of Tahsildars ; Fees payable under Section 76 of the Land Revenue Regulation, &c. III.—THEORETICAL SURVEYING. IV.—PRACTICAL :— (1) Revenue work in Camp. (2) Surveying and computation of areas. V.—Hindi-Reading and Writing. VI.—Urdu Reading and Writing. VII.—Arithmetic. VIII.—Law :— (1) The Indian Penal Code (2) The Civil Procedure Code (Order 1-20.) (3) The Criminal Procedure Code (Sections 1-14.) (4) The Evidence Act (Sections 1-20.)</p>	<p>SCIENCE :— Lectures on "Home Hygiene" and "Physics and Chemistry as applied to Agriculture" in alternate years. Economics :—Mrs. Fawcett's Political Economy 68 pp.</p>

SUBJECTS.

Class.	English.	History.	Administration.	Science or Economics.
Post Diploma Class, First year.	<p>1.—Text Books:—</p> <p>PROSE :—</p> <p>Blackmore's "Lorna-Doona."</p> <p>POETRY :—</p> <p>Shakespeare :—As you like it.</p> <p>" Macbeth.</p> <p>2.—Essay writing and Grammar.</p> <p>3.—General knowledge.</p>	<p>Vincent Smith's Early History of India 472 pp.</p> <p>Lane Poole's Medieval India.</p> <p>Anderson's British Administration in India.</p>	<p>I.—ADMINISTRATION.</p> <p>(1) Notes on State Accounts.</p> <p>(2) Manual of Famine Administration.</p> <p>II.—REVENUE :—</p> <p>A.—General Revenue Laws.</p> <p>(1) Land and Revenue Regulation II of 1877.</p> <p>(2) Irrigation Regulation VIII of 1887.</p> <p>B.—General Revenue Rules.</p> <p>(1) Patwari Rules.</p> <p>(2) Rules for Survey and Boundary marks.</p> <p>(3) Rules for Assessment of Land Revenue under the variable system.</p> <p>(4) Wasil-baki-Navis Rules.</p> <p>III.—SURVEYING :—</p> <p>Theoretical and Practical by Plane Table and Computation of areas.</p> <p>IV.—Hindi Reading and Writing.</p> <p>V.—Urdu Reading and Writing.</p> <p>VI.—Arithmetic.</p> <p>VII.—Law :—</p> <p>The Civil Procedure Code, (Sections 1-158 Order 1-3.)</p> <p>The Indian Penal Code, (Sections 1-468.)</p>	<p>SCIENCE :—</p> <p>Lectures on "Home Hygiene" and "Physics and Chemistry as applied to Agriculture" in alternate years.</p> <p>Economics :—Mrs. Fawcett's Political Economy 68 pp.</p>

COMPULSORY SUBJECTS.			ALTERNATIVE SUBJECTS.		
English.	History and Geography.	Mathematics.	Vernacular (one to be taken).	Science or Second Language (one to be taken).	Administration or Advanced Mathematics (one to be taken).
<p>1st Class I. Text Books—</p> <p>(1) Shakespeare—Merchant of Venice</p> <p>(2) Conan Doyle :—White Company.</p> <p>(3) Comrades in Arms.</p> <p>(4) Ian Hay :—The First Hundred Thousand.</p> <p>II. Essay and Grammar.</p> <p>III. Translation.</p> <p>IV. General Knowledge.</p>	<p>HISTORY :—</p> <p>(a) English—No text book prescribed. English History to be taught with special reference to the development of constitutional liberty and the growth of the British Empire : to be treated on the broadest lines up to the end of the 18th century, after which important imperial and social questions should be examined in greater detail.</p> <p>Junior Cambridge Historical Reader. Leslie—Jones :—A View of English History.</p> <p>b) Indian—No text book prescribed. Only the salient features of Indian History should be regarded up to the campaigns of Clive, after which the rise and effects of the British dominion should be carefully studied.</p> <p>Allen's Narrative of Indian History.</p> <p>GEOGRAPHY :—</p> <p>No text book prescribed. A general knowledge of the world and a more detailed knowledge of the British Empire and particularly of India. The treatment of the subject should include elementary Astronomical Geography and the Physical Commercial and Political Geography of the earth.</p> <p>(1) The Junior British Empire.</p> <p>(2) Morrison's Junior Geography of India.</p> <p>(3) The Atlas Geographies—British Empire.</p> <p>(4) Macmillan's Geographical Exercise-Book No. III. Maps to be drawn—India and the British Colonies.</p>	<p>ARITHMETIC :—</p> <p>Pendlebury and Taft.</p> <p>Chapters I—40.</p> <p>(Corresponding with the Allahabad Matriculation Standard.)</p>	<p>(a) URDU—</p> <p>Guldasta-i-Adab.</p> <p>Grammar.—General.</p> <p>Translation—English into Urdu.</p> <p>Composition.</p> <p>Petition Reading.</p> <p>(b) HINDI—</p> <p>Tulsidas' Ramacharitamans (abridged by Syam Sunder Das) pp. 72-146, 165-247.</p> <p>Sudhakara Drivedi's Ram Kahan.</p> <p>Gadyapadya Sangraha (Newal Kishore Press.)</p> <p>Prose pieces—I to IV and XXI.</p> <p>Poetry pieces—I to VI, X, XI, XII, XV & XVI.</p> <p>Grammar—B al b o d h Vyakaran by Madhav Prasad Pathak.</p> <p>Composition.</p> <p>Translation—English into Hindi.</p> <p>Petition Reading.</p>	<p>SCIENCE—</p> <p>Dr. Hill's course—Complete.</p> <p>Text Book—M. R. Wright's Elementary Physics (those portions only which correspond with Dr. Hill's Course.)</p> <p>Practical—as per Dr. Hill's Course.</p> <p>SANSKRIT—</p> <p>Selections from Hitopdesha Purushapariksha & Mahabharata (Belvedere Press, Allahabad.)</p> <p>Grammar—Simple Declensions and Conjugation and elementary rules of Syntax and Compounds.</p> <p>Translation—Sanskrit into English and Vice-Versa.</p> <p>K. P. Trivedi's Sanskrit Teacher.</p> <p>PERSIAN—</p> <p>Persian Entrance Course—Punjab University.</p> <p>Grammar—Miftah-ul-Qayid (Anwar Ahmadi Press, Allahabad.)</p> <p>Translation—Persian into English and English into Persian.</p> <p>Petition Reading.</p>	<p>ADMINISTRATION.—</p> <p>(1) Law—Whitworth's Law Lectures.</p> <p>Lectures on Hindu and Mahomedan Law.</p> <p>(2) Surveying—Theoretical and Practical, by means of Lectures.</p> <p>Notes on :—</p> <p>(1) Patwari Papers.</p> <p>(2) Revenue Administration.</p> <p>(3) Irrigation.</p> <p>ADVANCED MATHEMATICS.—</p> <p>(1) Algebra—Baker and Bourne—Chapters 1-25, and 36-38.</p> <p>(2) Geometry—Hall and Stevens—Parts 1-5 with easy deductions.</p> <p>Theorems—1-18, 20-32, 34, 38-58, 60-64, 66 and 72.</p> <p>Problems 1-19, 22, 23, 25-34.</p> <p>Corresponding with the Allahabad Matriculation Standard.</p>

COMPULSORY SUBJECTS.					ALTERNATIVE SUBJECTS.	
English.	History and Geography.	Mathematics.	Vernacular (one to be taken.)	Drawing.	Science or Second Language (one to be taken.)	Administration or Advanced Mathematics (one to be taken.)
TEXT BOOKS— Kipling:—Jungle Book. A Tale of two Cities. Shakespeare:—Henry V Readings from newspapers and magazines. Composition:—Progressive Composition (Wren) and New Manual of English Grammar. Translation & Re-translation. Reading, Recitation and Conversation.	HISTORY— (a) English-Junior Cambridge Historical Reader (The Expansion of England under the Tudors; the Renaissance and the Reformation; the Stuart Period and the Constitutional Struggle; The Civil War and the Parliamentary rule; the Restoration; the Revolution of 1688; the Hanoverian period and the beginning of Cabinet government; the Colonial Expansion and the War of American Independence; the Napoleonic Wars; and the period of reform which follows with the Industrial Revolution.) (b) Indian-Allen's Narrative of Indian History. The British period pp. 132 to end. GEOGRAPHY:— World with special reference to British Empire and India. (1) The Junior British Empire. (2) Morrison's Junior Geography of India. (3) The Atlas Geographies British Isles. (4) Macmillan's Geographical Exercise Book	ARITHMETIC— Pendlebury and Tait. Chapters 1-39 omitting Chapters 32-38.	(a) URDU.— Guldasta-i-adab. pp. 20-36, 130-152, & 170-200. Grammar—Part I I (Mission Press Allahabad) pp. 39-71. Inshai Urdu Shikasta 2nd half. Translation—English into Urdu. (b) HINDI.— Tulsidas' Ramcharit-Manas, (abridged by Syam Sunder Das) pp. 1-75. Sudhakar Dvivedi's Ramkahani. Gadya padya Sangrah—Selections. Grammar—Balabodh Vyakaran. Translation—English into Hindi. Composition.	Buchanan's— Art Drawing Planes 24-29.	SCIENCE— Chemistry for Indian Schools by Dr. Hill. Practical as per Dr. Hill's course. SAṆSKRIT— Selections from Hitopdesha, Puroshapariksha and Mahabharata (Belvedere Press) pp. 1-4. K. P. Trivedi's Sanskrit Teacher pp. 1-184. Translation—English into Sanskrit and Sanskrit into English. PERSIAN— Punjab University Entrance Course pp 103-202. Grammar—Miftah-ul-Qawaid 2nd half. Translation—Persian into English and English into Persian.	ADMINISTRATION.— LAW—Whitworth's Law Lectures pp. 1 to end. Elementary. Notes on Administration. ADVANCED MATHEMATICS.— (1) Algebra—Baker and Bourne—Chap. 1-25. (2) Geometry—Hall and Stevens Parts 3 and 4 with easy deductions. Theorems—1-18, 20-32, 34, 38-58. Problems—1-19, 22, 23, 25-34.

ALTERNATIVE SUBJECTS.

COMPULSORY SUBJECTS.

English.	History and Geography.	Mathematics.	Vernacular (one to be taken.)	Drawing.	Science or Second Language (one to be taken.)	Administration or Advanced Mathematics (one to be taken.)
<p>Third Class.</p> <p>Text Books— (Comrades in Arms Outline of War. Passing of Arthur. High Roads to History— Books V and VI. Composition :—Progressive Composition (Wren) and New Manual of English Grammar. Translation & Re-trans- lation. Reading, Recitation and Conversation.</p>	<p>HISTORY— (a) English—Junior Cambridge Historical Reader pp. 1-128. (Early Britain; the Roman man - occupation; the Norse Invasions; the Danish and Norman con- quests; Constitutional development under Hen- ry I, Henry II, John, deMontfort and Ed- ward I, the Hundred years War; and the Wars of the Roses) (b) Indian—Thompson's Junior History to end of Moghul Empire pp. 1- 88.</p> <p>GEOGRAPHY— The World with special reference to British Empire and India. Canada, Africa, Australia. New Zealand. (1) Atlas Geography— British Empire. (2) Macmillan's Geogra- phical Exercise Book No. III. (3) The British Empire in Pictures.</p>	<p>ARITHMETIC— Hall, Stevens and Sim's Arithmetic Chapt. X, XIII XVI, XVIII Sim- ple and Compound Interest.</p>	<p>(a) URDU— Guldasta-i-Adab pp. 18-20. 37-98. Grammar—Pt. II pp. 1-38 (Mission Press, Allahabad.) Inshai-Urdu Shikasta 1st half. Translation—English into Urdu. (b) HINDI— Bhashasar Sangraha, Part II 4 Lessons. Tulsidas' Ramcharita- manas. (abridged) pp. 1-35. Grammar—Balbodh Vyakaran. Translation—English into Hindi. Letter-writing and Easy composition.</p>	<p>BUCHANAN'S— Art Drawing Plates 19-23.</p>	<p>SCIENCE— Hill and Mackenzie's Physics and Chemistry for Secondary Schools Part II. Practical—As per Dr. Hill's course. SANSKRIT— Saralapanchatantra—(ed. Vidya- bhushana) pp. 1-50. K. P. Trivedi's Sanskrit Teacher used for translation etc., Sans- krit Reader P. I. Translation English into Sanskrit and Vice-Versa. 'ii, 4 PERSIAN— 'Punjab' Entrance Course pp. 1-103. Grammar—Miftah-ul-Qawaid-1st half. Translation—English into Persian and Vice-Versa.</p>	<p>ADMINISTRATION.— LAW—Whitworth's Law Lectures pp. 1-64. ADVANCED MATHEMATICS.— Algebra—Baker and Bourne Chap. 7-12. Geometry—Hall and Stevens Parts 1 and 2 with easy deductions. Theorems—1-18, 20-30, Problems—1-19.</p>

COMPULSORY SUBJECTS.				ALTERNATIVE SUBJECTS.
English.	History and Geography.	Mathematics.	Vernacular (one to be taken.)	Drawing.
<p>TEXT BOOKS—</p> <p>High Roads to History Bks. III and IV (Selections.)</p> <p>Tanglewood Tales.</p> <p>English Poetry (2nd Series, Ballads):—</p> <p>Lachinvar. The Glove. Lord Ullin's Daughter.</p> <p>Composition: Progressive Composition (Wren) and Grammar.</p> <p>Translation & Retranslation.</p> <p>Reading, Recitation and Conversation.</p>	<p>GEOGRAPHY—</p> <p>Northern Continents:—</p> <p>North America,</p> <p>Asia,</p> <p>Europe.</p> <p>HISTORY—</p> <p>Marsden's Indian History in Vernacular for Standards III and IV.</p>	<p>ARITHMETIC—</p> <p>Hall, Stevens & Sims. Chapters 7, 10-13.</p> <p>Omitting Surds and Miscellaneous Examples on Square Root.</p> <p>ALGEBRA—</p> <p>Baker and Bourne Chapters 1-6.</p> <p>GEOMETRY—</p> <p>Hall and Stevens Part I.</p> <p>Theorems 1-16.</p> <p>Problems 1-13.</p> <p>Easy Deductions.</p>	<p>(a) Urdu-Guldasta-i-Adab pp. 1-13, 94-130, and 154-170.</p> <p>Grammar—Part I (Mission Press, Allahabad) pp. 23 to end.</p> <p>Inshai Urdu Nastaliq—2nd Half:</p> <p>Kheti ki Tisri Kitab—2nd Half.</p> <p>(b) Hindi—Hindi Shikshavali, Part V 26 Lessons.</p> <p>Rapid Reading—Manohar Sachchi Kahaniyan.</p> <p>Grammar—General.</p> <p>Kheti ki Tisri Pustak—pp. 70-102.</p> <p>Letter-writing.</p> <p>Composition—Narratives.</p>	<p>SCIENCE—</p> <p>Hill and Mackenzie's Physics and Chemistry for Secondary Schools Part I.</p> <p>Practical—As per Dr. Hill's course.</p> <p>SANSKRIT—</p> <p>Soralapanchatantra, pp. 1-27.</p> <p>K. P. Trivedi's Sanskrit Teacher pp. 1-50.</p> <p>Translation of Easy Sentences from English into Sanskrit and Vice-Versa.</p> <p>PERSIAN—</p> <p>Gulzar-e-Dabistan, pp. 1-16 and 24-39.</p> <p>Grammar—Miftah-ul-Qawaid pp. 1-20.</p>

SUBJECTS.

Class.	English.	History and Geography.	Science.	Arithmetic.	Vernacular (one to be taken.)	Drawing.
Fifth Class.	<p>Text Books— New English Course for Indian Schools—Fifth Reader (Selections.) Horatius (Selections.)</p> <p>Composition:—Progressive Composition (Wren) and Grammar Transition and Re-translation. Reading, Recitation, and Conversation</p>	<p>GEOGRAPHY—Southern Continents. History—Marsden's Indian History in Vernacular for Standards III. and IV, pp. 1—69.</p>	<p>Oral Instruction (Object Lessons.)</p>	<p>ARITHMETIC— Hall, Stevens and Sims, Chapters, 8, 6, 8 and 9 and revision of work done in classes VI—VIII</p>	<p>Urdu—Pakiza Khayalat—pp. 9—43; 64—81; 98—99. Grammar, Part I, (Mission Press Allahabad) pp. 1—23. Inshai Urdu Nastaliq,—1st half. Kheti ki Tisri Kitab,—1st half. HINDI—Hindi Shikshavali Part IV 30 Lessons. Rapid Reading—Balapanchantra Grammar—General. Composition—Short Stories. Kheti ki Tisri Pustak pp. 1—58.</p>	<p>Buchanan's Art Drawing Plates 7-12. Model drawing of cubes, rectangles, cylinders &c., Shading with pencil. To be taught with Drawing Practical Geometry. Straight-lines. Angles at a Point and Triangles.</p>
Sixth Class.	<p>Text Books— New English Course for Indian Schools—Third Reader (Selections.) Nelson's Indian Reader Book 3 (Selections.) (To be supplemented.) Lyrical Poetry:—Inchcape Rock, Sir John Moore, Blenheim.</p>	<p>GEOGRAPHY— 1. World in outline. 2. India in outline (vide scheme.)</p>	<p>Oral Instruction (Object Lessons.)</p>	<p>ARITHMETIC— Hall, Stevens and Sims, H. O. P. and L. C. M. by Factors and otherwise and Vulgar Fractions and revision of work done in classes VII and VIII. Practical Geometry—Straight lines and angles at a point and their bisections.</p>	<p>Urdu—Reader No. III. (Punjab Series.) Kheti ki Dusri Kitab. HINDI—Hindi Shikshavali Part III. Rapid Reading— Bala Hitopadesha. Grammar—General. Composition—Sentences. Kheti ki Dusri Pustak.</p>	<p>Buchanan's Art Drawing Plates 4-6 & model drawing cubes, rectangles at various positions. To be taught with Drawing Practical Geometry. Straight lines & Angles at a Point. Use of Mathematical Instruments.</p>
Seventh Class.	<p>Text Books— New English Course for Indian Schools—Second Reader (Selections.) Nelson's Indian Reader Book 2 (Selections.) Copy-writing.</p>	<p>GEOGRAPHY— Outline Geography of Rajputana. Divisions of land & water. (World Map).</p>	<p>Object Lessons (In Hindi.)</p>	<p>ARITHMETIC— Compound Rules—Indian and English money. Hall, Stevens and Sims, Chapters 1-2 (no fractions of pises or pennies) and 4 (Prime Numbers and factors) and revision of work done in class VIII. Tables up to 20×3, 20×11, 20×13, and 20×23.</p>	<p>Urdu—Reader No II. (Punjab Series) Kheti ki Pahli Kitab. HINDI—Hindi Shikshavali, Part II. Kheti ki Pahli Pustak.</p>	<p>Buchanan's Art Drawing Plates 1-3. Model drawing:—cube at various positions.</p>
Eighth Class.	<p>Text Books— A. Sec.—Longman's New English Course for Indian Schools—1st Reader. 2nd Reader. B. Sec.—Longman's New English Course for Indian Schools—Primer.</p>	<p>GEOGRAPHY—Ordinary physical phenomena, Geographical terms (with special reference to local map), Plans of class room, and compound, Model in sand of picture & plan in Phillip's Chart, Geography of Ajmer.</p>	<p>Object Lessons (In Hindi.)</p>	<p>Notation, Numeration. The four simple rules.</p>	<p>Urdu—Qaida (Punjab Series.) Reader No. I (Punjab Series.) HINDI—Varanshikha. Hindi Shikshavali, Part I.</p>	<p>Crayon and Brushwork Exercises Books I and II. Free-hand:—straight & curved lines at various positions.</p>

CLASS TIME TABLE FOR 1918-19.

Post Diploma Classes.

	1st Period.	2nd Period.	3rd Period.	4th Period.	5th Period.	6th Period.
Monday	3rd year—Revenue Law. 1st and 2nd year—Science and Political Economy.	3rd year—English. 2nd year—Revenue Law. 1st year—Administration.	3rd year—Essay & Grammar. 2nd year—Vernacular. 1st year—Translation.	3rd year—Administration. 1st and 2nd year—English.	3rd year—History. 2nd year—Administration. 1st year—Civil Law.	3rd year—Translation. 2nd year—Arithmetic. 1st year—Criminal Law.
Tuesday	3rd year—Civil Law. 2nd year—Revenue Law. 1st year—Vernacular.	3rd year—English. 2nd year—Administration. 1st year—Revenue Law.	3rd year—Vernacular 1st and 2nd year—English.	3rd year—Criminal Law. 1st and 2nd year—History.	3rd year—Essay & Grammar. 2nd year—Criminal Law. 1st year—Administration.	1st, 2nd and 3rd year—General Knowledge.
Wednesday	3rd year—Revenue Law. 1st and 2nd year—History.	3rd year—English. 2nd year—Civil Law. 1st year—Revenue Law.	3rd year—Criminal Law. 1st and 2nd year—English.	3rd year—History. 2nd year—Administration. 1st year—Civil Law.	3rd year—Translation. 2nd year—Vernacular. 1st year—Criminal Law.	
Thursday	3rd year—Civil Law. 1st and 2nd year—History.	3rd year—Administration. 1st and 2nd year—English.	3rd year—Criminal Law. 1st and 2nd year—Essay and Grammar.	3rd year—English. 2nd year—Vernacular. 1st year—Civil Law.	1st, 2nd & 3rd year—Region. 3rd year—Vernacular. 1st & 2nd year—Surveying.	
Friday	3rd year—Civil Law. 1st and 2nd year—History.	3rd year—English. 1st & 2nd year—Surveying.	3rd year—Administration. 2nd year—Civil Law. 1st year—Vernacular.	3rd year—Civil Law. 1st and 2nd year—English.	3rd year—History. 2nd year—Translation. 1st year—Criminal Law.	3rd year—Vernacular. 2nd year—Criminal Law. 1st year—Arithmetic.
Saturday	3rd year—Civil Law. 1st and 2nd year—English.	3rd year—English. 1st and 2nd year—Science and Political Economy.	3rd year—History. 2nd year—Criminal Law. 1st year—Administration.	3rd year—Criminal Law. 1st and 2nd year—Essay and Grammar.	3rd year—Administration. 2nd year—Civil Law. 1st year—Arithmetic.	

Mayo College,
CLASS TIME TABLE
Diploma

Date.	1st Period.	2nd Period.	3rd Period.
Monday ...	Diploma—English. II.—Prose. III.—English. M. G. Set 1.—Mathematics. 2.— VI.—Vernacular. VII.—Object Lessons. VIII.—Religion.	Diploma—Essay and Grammar. II.—Religion. III.—Vernacular. IV.—English Text. V.—Do. VI.—Translation. VII.—Drawing. VIII.—English Dictation and Copy writing.	Diploma—Law. II.—Do. Diploma and II.—Advanced Math. III.—Mathematics. IV.—Science and Sanskrit. V.—Geography. VI.—English Text. VII.—English. VIII.—Drawing.
Tuesday	Diploma—English. II.—Vernacular. III.—English. M. G. Set 1.—Mathematics. 2.— VI.—Vernacular. VII.—Geography. VIII.—English.	U. G. Set 1. A.—Arithmetic. " B.—Do. 2.—Do. III.—Drawing. IV.—Vernacular. V.—Geography. VI.—English Text. VII.—Do. VIII.—Dictation and Copy writing.	Diploma—Law. II.—Administration. Diploma & II.—Advanced Math. III.—Mathematics. IV.—Science and Sanskrit. V.—English Text. VI.—Conversation. VII.—English Dictation & Copy writing. VIII.—Vernacular.
Wednesday ...	Diploma—English. II.—English History. III.—English. M. G. Set 1.—Mathematics. 2.— VI.—Vernacular. VII.—English Dictation and Copy writing. VIII A. & B.—English.	U. G. Set 1 A.—Arithmetic. " 1 B.—Do. " 2 — Do. III.—Religion. IV.—Science and Sanskrit. V.—Conversation. VI.—English Text. VII.—Do. VIII.—Geography.	Diploma—Surveying. —Advanced Mathematics. " II.—Science and Classical language. III.—Mathematics. IV.—English Text. V.—Do. VI.—Geography. VII.—Vernacular. VIII.—English Dictation & writing.
Thursday ...	Diploma—English. II.—Indian History. III.—Science and Sanskrit. M. G. Set 1.—Mathematics. 2.— VI.—Vernacular. VII.—English Dictation and Copy writing. VIII A & B.—English	U. G. Set 1 A.—Arithmetic.; " 1 B.—Do. " 2 — Do. III.—Translation. IV.—Science and Sanskrit. V.—English Text. VI.—Drawing. VII.—English Text. VIII.—Geography.	Diploma—Vernacular. II.—Poetry. III.—English. IV.—English Text. V.—Science. VI.—Geography. VII.—Vernacular. VIII.—English Dictation & Copy writing.
Friday ...	Diploma—English. II.—Drawing. III.—Science and Sanskrit. IV.—English Text. V.—History. VI.—English Text. VII.—Vernacular. VIII.—Object Lessons.	U. G. Set 1 A.—Arithmetic. " 1 B.—Do. " 2 — Do. III.—Science and Sanskrit. IV.—Vernacular. V.—English Text. VI.—Geography. VII.—Conversation. VIII.—English Text.	Diploma—Science and Classical language. II.—Poetry. III.—English. M. G. Set 1.—Mathematics. 2.—Do. VI.—English Dictation Copy writing. VII.—Geography. VIII.—Vernacular.
Saturday ...	Diploma—English. II.—Geography. III.—Science and Sanskrit. M. G. Set 1.—Mathematics. 2.— VI.—English and Composition. VII.—English. VIII.—Vernacular.	Diploma—Administration. II.—Law. Diploma and II.—Advanced Math. III.—Vernacular. IV.—English Text. V.—Do. VI.—Religion. VII.—Drawing. VIII.—Geography.	Diploma—Vernacular. II.—Prose. III.—English. IV.—Vernacular. V.—History. VI.—English Dictation & Copy writing. VII.—Geography. VIII.—Drawing.

Ajmer.

FOR 1918-19.

VIII Class.

4th Period.	5th Period.	6th Period.
Diploma—Indian History. II.—Vernacular. III.—Indian History. IV.—Conversation. V.—Science. VI.—English, Grammar and Composition. VII.—Vernacular. VIII.—English Text.	Diploma—Vernacular. II.—Indian History. III.—Drawing. IV.—Religion. V.—Vernacular. L. G. Set. 1.—Mathematics. 2.—Arithmetic. 3.— 4.—	Diploma—Science and Classical Language. II.—Essay and Grammar. III.—Geography. IV.—History. V.—Drawing.
Diploma—Translation. II.—English History. III.—Science and Sanskrit. IV.—English Text. V.—Vernacular. VI.—Object Lessons. VII.—Drawing. VIII.—Conversation.	Diploma—Vernacular. II.—Prose. III.—Vernacular. IV.—Geography. V.—Drawing. L. G. Set. 1.—Mathematics. 2.—Arithmetic. 3.— 4.—	Diploma—Indian History. II.—Science and Classical Language. III.—Indian History. IV.—Translation. V.—English Grammar and Composition.
Diploma—Geography. II.—Vernacular. III.—Conversation. IV.—Drawing. V.—Vernacular. L. G. Set. 1.—Mathematics. " 2.—Arithmetic. " 3.— " 4.—	Diploma—Science and Classical Language. II.—Prose. III.—English History. IV.—Geography. V.—English Dictation and Copy writing. VI.—Drawing. VII.—Object Lessons. VIII.—Vernacular.	
Diploma—English History. II.—Geography. III.—Mathematics. IV.—English Dictation and Copy writing. V.—Translation. VI.—English Text. VII.—Religion. VIII.—Object Lessons.	Diploma—Science and Classical Language. II.—Drawing. III.—Essay and Grammar. IV.—Vernacular. V.—Geography. L. G. Set. 1.—Mathematics. " 2.—Arithmetic. " 3.— " 4.—	Diploma—Science and Classical Language. II.—Conversation. III.—Vernacular. IV.—Geography. V.—Religion.
Diploma—Vernacular. II.—Translation. III.—Vernacular. IV.—Geography. V.—Translation. VI.—Object Lessons. VII.—English. VIII.—Drawing.	Diploma—Religion. II.—Vernacular. III.—English History. IV.—Drawing. V.—Geography. L. G. Set. 1.—Mathematics. " 2.—Arithmetic. " 3.— " 4.—	Diploma—Geography. II.—Science and Classical Language. III.—Mathematics. IV.—Translation. V.—Drawing.
Diploma—English History. II.—Science and Classical Language. III.—Geography. IV.—English Grammar and Composition. V.—Composition and Grammar. L. G. Set. 1.—Mathematics. " 2.—Arithmetic. " 3.— " 4.—	Diploma—General Knowledge. II.—Science and Classical Language. III.—Mathematics. IV.—History. V.—Vernacular. VI.—English. VII.—English Dictation and Copy writing. VIII.—English.	

Mayo College, Ajmer.

Statement showing the number of boys following the different courses.

CLASS.	Number of boys in Class.	SCIENCE OR CLASSICAL LANGUAGE.			VERNACLULAR.		ADMINISTRATION OR ADVANCED MATHEMATICS.	
		Science.	Classical Language.		Hindi.	Urdu.	Administration.	Advanced Mathematics.
			Sanskrit.	Persian.				
Post-Diploma Class 3rd year	4	.....	.....
Do. do. 2nd year	1	2	.....	.....
Do. do. 1st year	1	2	.....	.....
Diploma Class	...	11	3	1	12	3	9	6
Class II.	...	7	1	1	8	1	7	2
Class III	...	12	1	.....	8	6	.....	18
Class IV	...	9	6	.....	14	1	.....	.....
Class V	10	.....	.....	.....
Class VI	11	2	.....	.....
Class VII	9	2	.....	.....
Class VIII	12	4	.....	.....
Total	...	39	11	2	86	26	16	31

* 7 Hindi 1 Telugu.
† 8 Hindi, 1 Urdu, 1 Gujarati and 1 Telugu.

ANNEXURE K.

DIPLOMA EXAMINATION, 1919.

ENGLISH PROSE—THE WHITE COMPANY.

(Attempt the first question and any four other questions, five in all.)

1. Describe the personal exploits of Sir Nigel Loring on *two* of the three following occasions (i) the fight with the two rover galleys, (ii) the tournament at Bordeaux, (iii) when the brushwood men came to the Oastle of Villefranche.
2. What do you know of the historical facts connected with the story of "The White Company"?
3. Give a short account of the character of Samkin Aylward and of his behaviour at the inn when he first comes into the story.
4. Write short notes on :—Bertrand du Guesclin, The Black Prince, Lady Mary Loring, Hordle John.
5. Under what circumstances did Alleyne Edricson first make the acquaintance of Lady Maude Loring.
6. Describe the last fight of the White Company.
7. What do you gather from the story with regard to the organization of a mediæval army? In what ways did it differ from that of a modern army?

ENGLISH POETRY—MERCHANT OF VENICE.

(Answer question 1 and any four other questions.)

1. Write short notes on *any three* of the following passages, explaining fully the circumstances under which they were spoken.
 - (a) The villany you teach me I will execute, and it shall go hard but I will better the instruction.
 - (b)in such a night
Troilus methinks mounted the Trojan walls,
And sigh'd his soul toward the Grecian tents
Where Cressid lay that night.
 - (c) I have possess'd your grace of what I purpose ;
And by our holy Sabbath have I sworn
To have the due and forfeit of my bond :
If you deny it, let the danger light
Upon your charter and your city's freedom.
 - (d) There are a sort of men whose visages
Do cream and mantle like a standing pond,
And do a wilful stillness entertain,
With purpose to be dress'd in an opinion
Of wisdom, gravity, profound conceit.
2. Discuss the characters of any three of the following :—
Lancelot Gobbo, Gratiano, Antonio, Jessica.
3. Give a sketch of the three scenes in which the three caskets appear.

4. What was Shylock's condition at the beginning and at the end of the play? How far is your sense of justice satisfied by this change of circumstances.

5. Give the substance of the dialogue in the Trial Scene from the entrance of Portia (disguised as Bellario) to the exit of Shylock.

6. Relate the story of the rings which Portia and Nerissa gave to their husbands.

ESSAY AND GENERAL KNOWLEDGE.

1. Write an essay on one of the following subjects :—

(i) Patriotism.

(ii) The duty of India towards returning soldiers.

(iii) Aeroplanes.

(iv) "Opportunity makes the thief."

2. What do you know about the proposed League of Nations?

3. What changes of government have taken place in old states and what new states have been formed as a result of the Great War?

4. What do you know of :—

President Wilson, Lord Sinha of Raipur, The Bolsheviks, Poland, Luxemburg.

TRANSLATION.

Translate into English—

فتح اوسى كى هوتى ہے جو انصاف اور سچائی كا طرفدار ہوتا ہے۔ جہاں ظلم اور دوسرے كى ترقى پر حسد ہوتا ہے یا جہاں اپنے خاندان كے لئے دوسرے كا نقصان كرنے ميں دریغ نہو كامیابی وہاں كبہی نہیں ہوتی۔ چاہے كچھ وقت كے لئے كامیابی كے آثار دکھلائی بھی دیں پر آخر كار ہمہ پانی كے بلبلوں كى طرح غائب ہو جاتے ہيں۔ (سكى) ايك عمدہ مثال حال كى لڑائی ہے اس لڑائی ميں سب سے قوى قوم كو اپنى بيرحمى اور ظلم كے سبب انصاف اور سچائی كے سامنے سر جھكانا پڑا۔

TRANSLATION.

Translate into English—

विजयी वही होता है जो न्याय और सच्चाई का पक्षपाती होता है। जहाँ अन्याय और दूसरे की उन्नति पर द्रोह होता है या जहाँ अपने लाभ के लिये दूसरे की हानि करने में संकोच न हो सफलता वहाँ कभी नहीं होती। चाहे कुछ देर के लिये सफलता के लक्षण दिखाई भी दें पर आखिर कार ये पानी के बुलबुलों की तरह लोप हो जाते हैं। इसका एक अच्छा उदाहरण हाल की लड़ाई है। इस लड़ाई में सबसे बलवान जाति को अपनी कठोरता और अन्याय के कारण न्याय और सच्चाई के सामने माथा नवाना पड़ा ॥

ENGLISH HISTORY.

(Only six questions to be attempted, of these at least two should be from each part.)

PART I.

1. Sketch the character of King John and give an outline of the events which led to the signing of Magna Charta.
2. Account for the rapid fusion of the English with their Norman conquerors.
3. Point out the chief differences, as regards the aims of the opposing parties, between the Wars of the Roses and the Civil War of the seventeenth century.
4. Write short notes on *any four* of the following :—
Walpole ; Lady Jane Grey ; Horatio, Viscount Nelson ;
The Crusades ; Henry St. John, Viscount Bolingbroke ;
The Declaration of Indulgence ; Wat Tyler.
5. Give a short account of the relations between England and Spain from the accession of Elizabeth to the defeat of the Armada.
6. What do you know of the state of parties on the accession of George III? What were that King's theories of government.

PART II.

7. What do you know about the relations between England and Ireland in the nineteenth century.
8. Who were the Chartists? What were their principal aims? How many of those aims have been realized up to the present?
9. Give a short account of the Crimean War, its causes and results.
10. In what ways is the British working man in a better position now than he was a hundred years ago?
11. Contrast the present relations of the Colonies with the Mother Country with those which existed between the American Colonies and England in the eighteenth century before the War of Independence.

INDIAN HISTORY.

(Not more than six questions should be attempted, of these at least two should be from each part of the paper.)

PART I.

1. Estimate the importance of the works of Chinese pilgrims as a source of Indian History.
2. What do you know of the revenue systems of ancient India?
3. Give a short account of the Rock Inscriptions of Asoka.
4. State what you know of *any two* of the following monarchies in Mediæval times (1) Kashmir (2) Nepal (3) Kamarupa (Assam).

PART II.

5. Give an account of the rebellion in Bengal against Balban.
6. Describe Fatehpur Sikri and comment on the phrase "the silent witness of a vanished dream" as applied to it.
7. What do you know of Sir Thomas Roe and of his journal.
8. Narrate the chief events of the career of Sivaji and account for his success.

GEOGRAPHY.

(Five questions only are to be answered.)

1. Explain why, at any place, the amount of heat derived from the sun and the number of hours of daylight vary with the time of year.

2. Mark on the accompanying map of Asia:—

(1) The Trans-Siberian Railway.

(2) Vladivostok, Shanghai, Peking, Karachi, Baghdad, Jerusalem, Alexandretta.

In what way are these places of interest and importance?

3. Write a short account of the route which you would follow if you wished to travel round the world, starting from Bombay and visiting the capitals of England, France and the United States of America. Give the names of the railways you would travel by and the chief towns through which you would pass.

4. Draw an outline map of India and mark in it:—

(1) The chief mountain ranges and rivers.

(2) The areas where wheat, cotton, and jute are chiefly grown.

(3) One railway route between Bombay and Calcutta, with the names of its important stations.

5. What do you know about any two of the following—

(1) The Gulf Stream.

(2) The Monsoons.

(3) The Tides.

(4) The Magnetic pole?

6. Name the countries belonging to the British Empire and write a short account of the government of any two of them.

ARITHMETIC.

1. Simplify—

(a) $3 + -$

(b)
$$\frac{0.04}{0.0022}$$

Giving the answer in decimals.

2. Divide fifty-six rupees into equal number of rupees, half rupees and quarter rupees,

3. Find the value of 325 chests of coffee each weighing 1 cwt. 1 qtr. 1 lb. at a cost of £8 8s. 4d. per cwt.

4. Find the square root of 3 to four places of decimals.

5. A box is made of wood which is half an inch thick. The external measurements of the box are 2 ft. 6½ ins. × 1 ft. × 9 ins. What is the volume of the wood used and what is the internal volume of the box?

6. Whiskey is purchased by a wine merchant at 40 shillings a gallon. He adds water to it and sells it at 33 shillings a gallon thereby making a profit of 10 per cent. How much water does he add to each gallon of whiskey?

7. A man invests Rs. 15,300 in 3½ per cent. Government securities at 76½. They increase in value to 8½ when he sells and invests the money in 5 per cent. war loan at 100. Find the change in his income.

HINDI.—PAPER I.

I. Express the meaning of the following verses in simple Hindi :—

(a) आसुम एक दीख मग माहीं । खग मृग जीव जन्तु तहं नाहीं ॥
पूछा मुनिहि सिला प्रभु देखी । सकल कथा मुनि कही बिसेखी ॥(b) सुनु जननी सोई सुत बडभागी । जो पितुमात वचन अनुरागी ॥
तनय मातुपितु तोषनिहारा । दुर्लभ जननि सकल संसारा ॥(c) तब प्रभु कोपि तीव्र सरलीन्हा । भरते भिन्न तासु सिर कीन्हा ॥
सो सिर परेउ दसानन आगे । बिकल भयउ जिमि फनिमनि त्यागे ॥(d) नवतरु किसलय मनहुं कुसानू । काल निसासमनिसि ससिभानू ॥
कुबलयबिपिन कुंतवनसरिसा । बारिद तपत तेल जनु बरिसा ॥
जे हित रहे करत तेइ पीरा । उरग स्वाससम त्रिविध समीरा ॥(e) कहा होत पय पान कराये विष नहिं तजत भुजंग ॥
कागहि कहा कपूर जुगाये स्वान नहाये गंग ॥
खर को कहा अरगजा लेपन मरकट भूखन अंग ॥
गज को कहा नहबाये सरिता बहुरि धरै खहि वंग ॥

नल की शर नलनीर की, गति एकै करजोय ।
 जेतो नीचो हूँ चले, ततो ऊँचो होय ॥
 कैसे छोटे नरनते, सरत वदन के काय ।
 मढ्यो दमामा जात क्यों, ले चूहे के चाप ॥

II. Explain in simple Hindi :—

(a) लाल के बिना लिलार के सेंदुर की लाली काली नागिन के बिष की बीदी सी जान पड़ती है ।

(b) अयोध्या में टेढ़ी चाल सरयू में, धारना दीप में, बंद रखना अगरखे में, चोरमहल मूसों के बिल में और चुगुलखोरी छैलों की अखों ही में देखी जाती थी ।

(c) एक दिन शरद ऋतु में सन्ध्या के समय सुन्दर फुलवाड़ी के बीच स्वच्छ पानी के कुण्ड के तीर जिस में कुमुद और कमलों के बीच जलपत्ती कलोलें कर रहे थे रत्नजटित सिंहासन पर बैठा हुआ संगमरमर की गुमजियों के पीछे से उदय होता हुआ पूर्णिमा का चांद देख रहा था ।

III. Narrate briefly in Hindi the story of (a) Ahalya and (b) Sakuntala.

IV. Give the context of the verses in Question I (a), (b), (c) and (d).

V. Define *Samāsa* and expound the following *Samāsas* :—

वहभागी, नवतरुकिसलय, त्रिविधसमीरा, दसानन ।

VI. Write the feminine forms of the following words :—

पुत्र, ठग, कुत्ता, चकवा, चमार, पण्डित ।

VII. Analyse the first verse in Question I (a).

HINDI.—PAPER II.

I. Translate into Hindi :—

(a) A lion and a bear, while roaming in a forest, found the dead body of a fawn. The question arose as to which of them had the best right to it. Not being able to settle the matter in a friendly way, they fell to blows. The battle was long and severe on both sides. They held out, tearing and worrying each other, until both were so faint from loss of blood that they lay panting on the ground unable to touch the prize that was stretched between them. A fox coming by at the time, and seeing their helplessness, stepped in between them, and carried off the fawn.

(b) There is an old saying, "Take care of the pence, and the pounds will take care of themselves." But that is equally true of the small portions of our time. It might be said with at least equal truth, "Take care of the minutes and the months will take care of themselves." For what are months, but minutes multiplied? Time is better than money—more precious and more important. More can be done with it; and the consequences of wasting or losing it are more serious.

मेरा प्रापसे एक बिनती करना चाहता हूँ
प्रोत्साहना करता हूँ कि आप इस पर विचार
करेंगे - कल में अपने को ठे पर सोया हुआ
चाँद और कोई दस बजे के लगभग रात को मेरे
मकान पर पत्थर गिरने लगे उनमें से एक मेरे
सिर में लगा जिससे कि रुधिर की धारा बहने
लगी थोड़ी देर होने के पश्चात् फिर पत्थर
बरसने लग रुधिर के प्रवाह से मैं दुर्बल हो गया
अपनी चार पाइसे उठन सका पत्थर मेरे शरीर में
लगे कोई हाथों पर कोई टाँगों पर और कोई
हाथों पर मैं अति व्याकुल हो गया मेरे पड़ोसी
मुझसे प्रेम करते हैं और मैं नहीं जानता
कि यह पत्थर किसने फेंके प्रापसे प्रार्थना
करता हूँ कि आप इस बात की पड़ताल करें
और

I. Reproduce the substance of the following passages in simple Urdu, explaining the words overlined :—

(a) سعدی کی طرز سے بہ شبنم پہل ممثلع ہونے کے رواج نے پایا۔ فغانی کا انداز پھیلا اور (a) اس میں نئے نئے رنگ پیدا ہوئے گئے تو اب طرزوں کی تہری ہیں خاقانی اس کے اقران۔ ظہوری اس کے امثال۔ صائب (اس کے نظائر۔

(b) ادھر سنسکرت تو دیوبانی تھی۔ اس میں ملکشوں کو دخل کہاں۔ البتہ برج بہاشا نے اس میں ہلے نہمان کو جگہ دی۔ دھرم دان ہندو سالہا سال تک ملکش نے سمجھ کر غیر زبان سے متغیر رہے۔ مگر زبان کا قانون دھرم اور حکومت کے قانون سے بھی سخت ہے۔ کیونکہ اسے گہری گہری اور پل پل کی ضرورتیں مدد دیتی ہیں جو کسی طرح بند نہیں ہوتیں۔

(c) موسیقی صرف قوت سامعہ کو محفوظ کرسکتی ہے سامعہ نہ ہو تو وہ کچھ کام نہیں کر سکتی۔ تصویر سے متاثر ہونے کے لئے بینائی شرط ہے لیکن شاعری تمام حواس پر اثر ڈال سکتی ہے۔ پامردانہ سامعہ۔ لامسہ سب اس سے لطف آتا ہے۔

(d) شبنم کہاں کچھ لالہ و گل میں نمایاں ہو گئیں خاک میں گناہیورتیں ہو گئی کہ پتھان ہو گئیں یاد تہیں ہم کو بھی رنگ بزم آرائیاں لیکن اب نقشب و نگار طاق نسیان ہو گئیں

ہم متحد ہیں ہمارا کیش ہے۔ ترک رسوم ملتیں جب مت گئیں اجراء ایمان ہو گئیں لب جادو بیان ہوا خاموش گوش گل وا ہے کیوں گاستان میں (e)

گوش معلیٰ شنو۔ ہوا بے کار مرغ کیوں نغمہ زن ہے بستان میں وہ گیا جس سے بزم روشن تھی شمع جلتی ہے کیوں شبستان میں

خورشید کو کچھ حاجت زبور نہیں زہار پھولوں پہ کوئی عطر لگائے تو ہے بیکار اعلیٰ ہے اگر جنس تو کیا حاجت اظہار خود مشک ہو خوشبو کہ نہ خوشبو ہے عطار (f)

جوید ہے سو بد ہے جو نکو ہے سو نکو چہینے کی نہیں آپ اگر عود میں بو ہے

II. Write short notes on the lives of Hali and Azad.

III. Name, explain and illustrate the various kinds of فعل ماضی

IV. What are the genders of the following nouns?

V. Analyse :— قلم۔ بلبل۔ راد۔ عروس۔ تار۔ فکر

یہ کس رشک مسیحا کا مکان ہے زمین یان کی چہارم آسمان ہے

URDU.—PAPER II.

I. Translate the following passages into idiomatic Urdu :—

(a) The sun was shining slantwise over the field, and showed all the moist dark soil, just like any other newly planted piece of ground. All at once, Cadmus fancied he saw something glisten very brightly, first at one spot, then at another, and then at a hundred and a thousand spots together. Soon he perceived them to be the steel heads of spears, sprouting up everywhere like so many stalks of grain, and continually growing taller and taller.

(a) Country life is better than town life, or

(b) Punctuality, or

(c) Right is might.

III. Write the following in Nastalique :—

مکہ شہر منہجور ام ولد رام بھایا سکھ لاپور جو بلی کا علی جاگہ
 حرم ایک قطہ مکان نم نم منزلہ ہر کان منزل زینہ واقعہ قلعہ گوجر گہ پلو
 و مقبوضہ شیخ غیر الہیہ حاکم اسیر کا محبٹ دہرہ ضلع راوینڈہ کا تبارخ امر فدا
 تقرری کر ایہ مبلغ ۱۵۰ سالانہ ہر نصف کے معٹ ہوتے ہر سہائی استعمال خود
 کر ایہ پر لیا ہے اقرار کرتا ہوں اور کھدینا ہوں ہر کر ایہ مقررہ ماہ باہ ادا کر دگا جو
 ادائیگی میں ہر گمانیت اقرار نامہ ہر پردے کر اوگنا زبانی دنیا ایک دام جائز ہوگا اگر مالک
 کو ضرورت خالی کرانے مکان کی ہوگی تو ہر پندرہ یوم ہر شہر اطلاع دینی ہر حالی کر دگا۔
 ہر لیک کر ایہ نامہ واسطہ کم از کم سال کھدینا ہوں سند دی اور عند الحاجت بکا

آری

موضوعہ از مایہ ۱۹

گواہ شمس الدین ساون مدد کماندار
نخو رام مقبرہ کور
گواہ شمس الدین
عبد القدوس پان فوشر

(Six questions only to be answered.)

1 State the Principle of Archimedes—a solid weighs 10 grams in air, 7.5 grams in water and 8 grams in another liquid.

Find

- (a) The relative density of the solid and water.
- (b) The relative density of the liquid and water.

2. How would you determine the average diameter of a long piece of thin wire?

3. Sheets of copper and zinc are placed side by side but not touching one another in a beaker containing dilute sulphuric acid. Describe and explain what happens when they are connected by a copper wire.

4. Describe the electrophorus and explain its action. Neat diagrams should be given.

5 Define the terms (1) element, (2) compound, (3) mixture. Under which of these headings would you classify sulphur, water, and air? Give reasons.

6. What experiments have you seen which relate to the composition of the atmosphere and what do you deduce from them?

7. What do you know about the hardness of water? How can the degree of hardness be determined and how can hard water be softened?

8. Describe the changes which take place when the following substances are heated:—

- (1) Red oxide of mercury.
- (2) Chalk.
- (3) Water.
- (4) Crystalline copper sulphate.

SANSKRIT.

PAPER I.

3. Translate into English:—

(a) अथ कदाचिदीर्घकर्णनामा मार्जारः पक्षिशावकान्भक्षयितुं तत्रागतः । ततस्तमायान्तं दृष्ट्वा पक्षिशावकैर्भयार्तैः कोलाहलः कृतः । तच्छ्रुत्वा जरङ्गवेनोक्तम्—‘कोऽयमायाति’ । दीर्घकर्णो गृध्रमवलोक्य सभयमाह—‘हा हतोऽस्मि’ । अधुनास्य संनिधाने पलायितुमक्षमः । तद्यथा भवितव्यं तद्वचतु ॥

(b) पश्चादोषदलसा अपि पलायिताः । चत्वारः पुरुषास्तत्रैवमुक्ताः परस्परं मालपन्ति । एकेन वस्त्रावृतमुखेनोक्तमहो कथमयं कोलाहलः । द्वितीयेनोक्तम् । तर्क्यते यदस्मिन्गृहेऽग्निर्लभोऽस्ति । तृतीयेनोक्तम् कोऽपि तथा धार्मिको नास्ति य इदानीं जलाद्रैर्वासोभिः कदैर्वा प्रावृणोति । चतुर्थेनोक्तम् । अथे वाचालाः । कति वचनानि वक्तुं शक्नुयुः । तूष्णीं तिष्ठत ॥

(c) श्लाघ्यः स एको भुवि मानवानां स उत्तमः सत्पुरुषः सधन्यः ।

यस्यार्थिनो वा शरणागता वा नाशाभिभङ्गाद्विमुखाः प्रयान्ति

उद्योगिनं पुरुषसिद्धमुपैति लक्ष्मीर्देवेन देयमिति का पुरुषा वदन्ति ।

दैवं निहत्य कुरु पौरुषमात्मशक्त्या यत्ने कृते यदि न सिध्यति

कोऽत्रदोषः ॥

- (d) हतराज्यं हतद्रव्यं विवस्त्रं लुच्छ्रमान्वितम् ।
 कथमुत्सृज्य गच्छेयमहं त्वां निर्जने वने ॥
 हा नाथ हा महाराज हा स्वामिनि किं जहासि माम् ।
 हा हताऽस्मि विनष्टाऽस्मि भीतास्मि विजने वने ॥
 अन्यच्च तस्मिन्मुमूहदाश्चर्यं लक्षितं मया ।
 यदपिमपि संस्पृश्य नैवासौ दहते शुभे ॥

(e) Dissolve the compounds :—

दीर्घकर्णनामा, भयातैः, हतराज्यम्, पुरुषसिंहम्, लुच्छ्रमान्वितम् ।

(f) Give the context of each verse in Question I (d).

(g) Parse the following words in Question I (c) :—

श्लाघ्यः, विमुखाः, लक्ष्मीः, निहत्य ।

Turn the following from the active into the passive construction or *vice versa* :—

पक्षिशावकैः कोलाहलः कृतः, चत्वारः पुरुषाः परस्परमालपन्ति, नैवासौ
 दहते शुभे ॥

Decline इदम् (in all the three genders), चन्द्रमस्, कन्या and पितृ

- V. Write in all persons and numbers the potential of गम्, the present of प
 feet of भू, and the present of वृध्.

SANSKRIT.

PAPER II.

Translate into English :—

- (a) यदि मसन्मा भगवतीमं वरं याचे ॥
 (b) का तव कान्ता कस्ते पुत्रः संसारोऽयमतीव विचित्रः ।
 कस्य त्वं वा कुत आयातस्तत्त्वं चिन्तय तदिदं भ्रातः ॥
 (c) एते बालकाः क्षुधांश्चा दृश्यन्ते तेभ्यः किञ्चिन्नक्षयितुं यच्छ ॥
 (d) त्वं सर्वगुणैः सम्पन्नोऽसि तस्मात्तुभ्यमहं सुवर्णदक्षिणां संप्रददे ॥
 (e) ऐतान् कारखं विना किमिति वयं पीडयाम । तद्वयं गृहमेव गच्छाम
 स्वपाठांश्च शिक्षामहा इति ॥

II. Translate into Sanskrit :—

(a) Dost thou hear what I say ?

(b) Rama and I committed a sin for w

(c) Please bring some water for me.

(d) Birds sit on the branches of trees.

(e) As a man leaves worn out clothes and wears new ones, so the soul leaves old
 bodies and enters new ones.

(f) If you were to tell a lie, you would be beaten by your masters.

PERSIAN — PAPER II.

I. Translate the following passages into your vernacular :—

(a) از طعوریک طائوس اجیت-پیر رنگ و پیر زیب جاتررے است-! اندام اریز خور رنگ و زیب او نیست- و در جنگه برادر کلنگی بود باشت- اما برادر کلنگ ملذذ نهیست- در سر تر او و در سرمانه او بیست- صی پر مہیادند- در نہ سے انگشت ہلائے آن پرما باعد- در مادیہ او زیب و رنگی نهیست- در تر او سوسنی و خوشنود- است- گودن- او خوش رنگ- کیونہ است- از گردن پایان تر ہشت او زرن و کیونہ و بفتش ہونہ—

(b) خان خانان در قابلیست و استعداد یکنوائے روزگار بود- و او عربی و فارسی و ترکی و ہندی زبان داشت- شعر خوب می فهمید و می گفت- رحیم لخلص میگرد- کیونہ کہ باثر ربانہا حرف می زد و محفل و ہمت او ضرب المثل ہند است- لکہ برخی حکایات مستبعد شمارہ—

(c) پادش از حکومت افغانان لودی آگرہ مغورۃ کلان ہونہ- و قلعہ داشت چنانچہ مسعود سعد سلمان در قصودۃ کہ ہمدج مختلفہ پسر سلطان ابراہیم بن مسعود بن سلطان ہمزہ غزلبی در فتح قلعہ مذکور املا نمودہ- مذکور ساختہ است—

حصار آگرہ پیدا شد از مہانہ گرد

بسان کویہ برو بارہ ہائے چون کہسار

II Translate the following into your vernacular, adding explanatory notes on the underlined words and phrases :—

مر احمد آباد مہر عرب درویش را دیدہ اند- البتہ باز ہرولد و سلام این شرمندہ عقبہ طالب دنیا را ایلام نہایتند- و خور عواقب امور و سلامت ایمان از دل و جان مسالت کنند- و بگویند کہ نزدیکی باجل و دوری از حسن عمل- عمر این غافل بے حاصل گذشت- و قدری کہ ماندہ نور لا حاصل مہرود—

انچہ ما کردیم نہ خون مہج نا پینا نکرہ

در-پان خانہ کم کردیم صاحب خانہ را

III. Explain the meaning of the following verses, adding explanatory notes on the underlined words and phrases :—

(a) گر خرد یار تست ابن زمین

بر طوط نہ بنائے کارت را

چہ کن تا بنا خوشی نہ می

خوشتی روز و روز کارت را

وقت را بختم عمر کامسال

می نیایی نشاط بہارت را

ترک اندیشہاے دوران گنہر

مہچو وے بگذران بہارت را

زالکہ چندان لغب آوی نہ

بہ و فیک تو کرد کارت را

(b) روشنہ لان صاف دیون را خالی ہونہ

در کار خاق چہم کعادن ہنہر و ہنہر

پوهنده نیست نزد همه کس که طایس را
سورخ صوب باشد و غربال را اند

(c) گوگرد را گمان ده که در خرد-الذات که در ده دگر چون بود
زدموی نمی آید زادر شوی-تو از خون یوی ران نمی زهری

IV. Write in idiomatic Persian the story of the vulture and the kite as given in Sadi's Bostan.

V. Write short notes in Persian on the lives of the following:—

(a) Firdausi.

(b) Rodki.

VI. Form abstract nouns from:—

محبوب-زاهد-فلس-احمق-عابد-عریف-قانع-منعم—

VII. Correct and rewrite the following sentences:—

- (a) لامور بزرگتر همه شهر پنجاب است
(b) دختر های زمانه ذره شرم و حیا در روی او نمائده اند
(c) زن حاجی رحیم از دولت حاجی رحیم چه حق دارند
(d) بعد از جلوس جمیع امرا بر درگاه حاضر بود

VIII. Insert the missing words in the following:—

پس بدین نام از شهر..... آمد و باخود گفت فلان زاهد درستی
پدر من..... صلاح در آن..... که روی به خانه رفته در.....
چون به صومعه زاهد..... که طوطی روح شریفش از..... بدن بجانب
ریاض جنت..... صومع از آن پور خالی.....

PERSIAN.—PAPER II.

I. Translate the following into English:—

زینده-سکینه! این حرف ها را نزن-من خیال ترا فهمیده ام-مقصود تو این است-بروی زره
عزیز بیگ بشوی-اهل ظلمه را بیاری سرخانه ما بنشانی-روح همه مرد هائے ما را از خانواده ما بیزار
کنی-برای خودت نفرین کننده بسازی-هرگز همچو کاره تا امروز در خانواده ما دیده نه شده-دختر
تاجر مومن و متقی کجا-زن اهل ظلمه شدن کجا! *

سکینه خانم-از کجا بشما معلوم شد-من به عزیز بیگ شوهر خواهم کرد-نه باو شوهر میخواهم
بکنم و نه به دیگر-خانه خودم خواهم نشست-تو پاشو برو-سفارش مرا به آقا حسن برسان *

زینده-تو بچه دخترا عقلت نمی رسد-خیر خودت را نمی دانی-من هرگز دیگر پیش او نخواهم
رفت-و این حرف ها را هم به او نخواهم گفت که دختر رضا نمی دهد-دیگر زیاد حرف نزن-خودت
را خسته میکنی *

II. Translate into Persian:—

At this time I went a voyage to the island of Sarandip. Fortune favoured me, for the king of that country heard of my arrival and sent for me. He bought all my merchandise and paid me the money. Soon after, it happened that the governor of the port at Sarandip died. The king offered the position to me and I accepted it. A year went by. Under the royal favour I became more and more pleased with my new office. I had heard nothing from my brothers and concluded that all was well with them. I had left much property in Zerbad and waited an opportunity to go there and bring my property away.

One day a company of merchants arrived at the port and I paid them a visit. Porters brought the merchandise for me to inspect. Two of these porters I particularly noticed. They were very dirty and dressed in tattered clothes. I looked at these two men closely, and then I knew that they were my brothers.

1. What are the functions of :—
 - (a) Penal or Criminal Law ?
 - (b) Criminal Procedure Law ?
 - (c) Civil Law ?
 - (d) Civil Procedure Law ?
2. What is meant by :—
 - (a) The issues in a civil case ?
 - (b) The right of private defence ?
 - (c) Grave and sudden provocation ?
 - (d) The abatement of an offence ?
 - (e) An attempt to commit an offence ?
3. Explain the remark that the penal law looks back and the civil law looks forward.
4. Why is it necessary to have the two bodies of officers, those who try (Magistrates) and those who bring to trial (Police), distinct ?
5. State the name and the object of the three stages or parts of a witness examination.
 - (a) What is the object of the examination of an accused person by the court ?
 - (b) Is an accused person bound to answer a question put by the court ?
 - (c) Can an oath be given to an accused person ?
 - (d) Can an accused person be cross-examined ?
 - (e) How should an accused person's examination be recorded ?
7. What are the three vested rights of a co-parcener in the family property under the Mitakshara school of Hindu law ?
8. Why can a man having a grandson not take a son in adoption ?
9. (a) What is the nature of estate taken by a widow in the property inherited from her husband ?
 - (b) For what purposes can she make a valid alienation of such property ?
10. Is marriage necessary among either Hindus or Mohammedans ? If it is, why ? If not, why not ?
11. From what point of view may it be said that the entire Mohammedan law is a personal law ?
12. What is meant by "mehr," "mehr-i-misl," "prompt dower," "deferred dower," and "tilak."
13. In what material ceremony of (a) marriage and (b) of repudiation, of marriage do the two schools of Mohammedan law, the Shias and the Sunnis, differ ?
14. (a) To what extent does a wakf, intended to come into force after the death of the wakif take effect ?
 - (b) To what extent is a bequest valid in favour of non-heirs ?
 - (c) When is a bequest in favour of one of the heirs valid ?

LAND REVENUE AND SURVEYING.

1. Explain the terms, "khasra girdawari," "mutation of names," "dhal banch" and "dahi."
2. Classify rent-free tenures in Ajmer-Merwara.
3. A holds a personal *muafi* grant in a certain village and pays quit-rent. He sells half of it to B and mortgages the rest to C. The Collector resumes whole of the land and assesses it to revenue at full rates. Is this action of the Collector right, if not why?
4. What is the duty of a Patwari in connection with the advances made under the Land Improvement Loans Act?
5. How should the long and short term prisoners be employed?
6. How should appointments be made in the native states?
7. What are the two means by which water is lost and what is the amount of loss?
8. Draw a plan from the following notes. (Scale 50 miles to an inch).

Links.

	W B	
	520	
0	440	
	220	110
20	150	
	A	got

GEOMETRY.

(Five questions, only are to be answered.)

1. Prove that if one side of a triangle is produced, the exterior angle is equal to the sum of the two interior and opposite angles.

One side BC of a triangle ABC is produced to D, OE bisects the angle AOD. If the bisectors of the angles ABC, BAC meet at O, prove that the sum of the angles AOB, AOE is equal to two right angles.

2. Describe a triangle being given two sides and the angle opposite one of them. Under what circumstances are there two solutions? If there are two solutions what is the relation of the angles opposite to the other given side in the two cases?

3. Prove that if from the extremities of a diameter of a circle two chords are drawn to any point on the circumference, these chords meet at right angles.

Find the locus of the apex of the right angle of a right-angled triangle of which the hypotenuse is given.

4. Prove that equal triangles on the same or equal bases are of the same altitude.

Construct a figure ABCD given AB=3, BC=4, CD=13, DA=12 and the angle ABC is a right angle. What is its area?

5. Prove that if two triangles have two angles of the one equal to two angles of the other each to each, the triangles are similar.

Two straight lines AOC, BOD intersect at O and AB is parallel to DC. If the bisectors of the angles ABO, CDO meet AC on M and N respectively, prove that $AM : MO = ON : NO$.

6. Prove that the tangent at a given point of a circle is at right angles to the radius at that point.

A wheel is rolling in a vertical position and in a straight line along a road. Make a rough drawing of the curve that will be made by a point on the circumference of the wheel.

7. Prove that the difference of the squares on two straight lines is equal to the rectangle contained by their sum and difference. What is the corresponding proposition in algebra?

ALGEBRA.

I. Resolve into factors :—

$$(1) (2a+b-c)^2 - (a-b+c)^2$$

$$(2) x^4 + y^4 - 14x^2y^2.$$

2. A man purchased equal numbers of oranges at Rs. 6 a doz. and Rs. 8 a doz. If he had expended his money equally on the two kinds he would have purchased 3 doz. more oranges. How many of each did he buy?

3. Simplify :—

$$\frac{(c-b)^2 - a^2}{(a+b)^2 - c^2} \times \frac{(a-b)^2 - c^2}{(b+c)^2 - a^2} \div \frac{c^2 - (a-b)^2}{(a+b+c)^2}.$$

4. Find a general expression for the roots of the quadratic equation $ax^2 + bx + c = 0$.

Solve the equation :—

$$\frac{1}{x-1} + \frac{1}{x-2} + \frac{1}{x-3} = 0.$$

5. Find graphically, correct to one place of decimal, the roots of the equation $x^2 - 2x - 5 = 0$.

6. It was found that when a motor travelled 5 miles an hour faster than its usual speed, it completed a journey of 150 miles in 1 hour less. Find the usual speed of the motor.

7. Solve :—

$$xy = 3y - 4x.$$

$$xz = 2z - 4x.$$

$$yz = 2y + x.$$

RESULTS
OF ALL THE
JEFS' COLLEGES.

Chiefs' Colleges Diploma

Roll No.	NAME.	ENGLISH.							HISTORY AND GEOGRAPHY.				VERNACULAR.			Arithmetic.	ADMINISTRATIVE MATHS.			
		English Prose.	English Poetry.	Essay and General Knowledge.	Oral Examination.	Translation, Vernacular into English.	Total.	English History.	Indian History.	Geography.	Total.	Text and Grammar.	Translation, Composition and petition reading.	Total.	Law.		Land Revenue and Surveying.	Total.		
Maximum marks	...	...	50	50	50	50	25	225	50	50	50	150	25	25	50	50	50	100
Distinction marks	...	...	...	...	...	...	...	125	...	...	...	100	...	...	34	34	...	67
First Division	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
Second Division	...	...	...	...	...	...	...	...	...	...	...	...	...	...	15	15	...	30
Third Division and Pass	...	...	...	...	...	...	...	75	...	...	...	46	...	...	...	...	...	...
1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19		
MAYO COLLEGE, AJMER,																				
1	Kanwar Shankar Singh of Khandu, Banswara	25	17	14	32	11	99	19	18	15	52	20	21	41	21	32	37	69		
2	Maharaj Abhai Singh of Surpur, Banswara.	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
3	Kanwar Rawat Singh of Bursu, Marwar	16	14	5	21	14	70	11	25	8	44	15	12	27	27	...	...	...
4	Raja Raj Singh of Rajgarh, Ajmer	24	12	15	28	9	88	22	19	18	59	21	14	35	20	...	...	...
5	Maharaj Madan Singh of Banswara	17	17	14	23	7	78	17	19	30	66	11	13	24	12	24	36	70		
6	Kanwar Bijai Singh of Manki, Alwar	17	15	15	30	6	83	7	16	13	36	11	11	22	16	36	29	65		
7	Maharajkumar Rajendra Singh of Jhalawar	11	14	9	37	12	83	11	7	17	35	5	14	19	11	...	...	...
8	Bakhshi Raghunath Singh of Bharatpur	19	19	9	23	10	80	13	22	12	47	9	14	23	25	...	...	...
9	Kanwar Fateh Singh of Bharatpur	12	9	7	17	3	48	8	17	19	44	7	13	20	17	24	33	57		
10	Kanwar Keshav Singh of Dholpur	26	23	23	36	22	130	24	26	9	59	15	21	36	17	42	27	69		
11	Kanwar Dule Singh of Bidwal, Dhar, Central India	21	24	22	31	20	118	24	19	13	56	15	10	25	7	36	32	68		
12	Kanwar Raj Singh of Shivgarh, Ratlam, Central India	31	27	30	31	15	134	16	20	13	49	15	18	33	15	23	28	61		
13	Nawab Sarwar Ali Khan of Kurwai, Central India	37	41	31	42	18	169	29	33	26	88	10	17	27	34	...	...	...
14	Bhanwar Sham Narayan Dube of Indore, Central India	39	34	40	42	16	171	28	33	27	88	11	21	32	6	21	29	53		
15	Kanwar Bahadur Singh of Para, Alwar	14	18	13	27	7	79	12	19	25	56	9	13	22	34	...	...	...
AITCHISON COLLEGE, LAHORE.																				
16	Bhai Amrik Singh of Lahore	21	26	13	23	19	105	21	18	12	51	11	13	24	34	...	...	...
17	Raja Ravi Sher Singh of Kalsia, Ambala	19	22	15	30	11	97	24	13	21	58	11	15	26	23	...	...	...
18	Sardar San Parkash Singh of Alawalpur, Jullundur	15	18	23	28	14	99	17	24	24	65	12	13	25	29	...	...	...
19	Malik Amanat Khan of Pindi Gheb, Attock	11	24	20	27	13	95	14	15	13	42	13	17	30	1	...	...	...
20	Sardar Prithmandan Singh of Jullundur	26	21	23	37	12	119	13	14	25	52	9	15	24	32	...	...	...
21	Sardar Teja Singh of Badrukhan, Jind	17	19	13	27	13	89	13	20	22	55	10	15	25	20	...	...	...
22	Mian Allah Yar Khan of Luddan Multan,	22	24	15	29	9	99	13	26	18	57	12	18	30	27	...	...	...
23	Sardar Muhammad Nawaz Khan of Kot, Attock	18	22	23	26	10	99	12	8	8	28	9	16	25	2	...	...	...
24	Sardar Autar Singh of Wadala, Sialkot	10	16	9	18	7	60	6	21	11	38	8	14	22	13	...	...	...
25	Sardar Gurdial Singh of Qila Jiwan Singh, Lahore	12	8	12	15	9	56	4	6	13	23	3	14	17	2		
	Rana Durga Singh of Baghat, Simla	14	17	28	28	18	105	19	11	10	40	11	14	25	11		

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Examination for 1919.

MATHS.			OPTIONAL SUBJECTS.									ALTERNATIVE AND OPTIONAL SUBJECTS.		REMARKS.		
Mathematics.			Science.			Classical Language.			Drawing.			Grand Total.	P.—Persian. Sk.—Sanskrit. U.—Urdu H.—Hindi Ad.—Administration. Math.—Mathematics. Sc.—Science.			
Geometry.	Algebra.	Total.	Science paper.	Science practical.	Total.	Text and Grammar.	Translation.	Total.	Drawing.	Geometrical Drawings.	Total.					
50	50	100	50	25	75	50	25	75	50	25	75	650				
...	...	67	...	...	50	...	...	50	...	...	50	...				
...	...	...	...	...	...	...	...	...	...	...	...	435				
...	...	...	...	...	...	...	...	...	...	...	...	325				
...	...	30	...	...	23	...	...	23	...	...	23	217				
20	21	22	23	24	25	26	27	28	29	30	31	32	33	34		
...	...	...	...	...	...	28	12	40	...	...	...	322	Sk., H., Ad. ...	Passed.	Third.	
...	...	...	...	...	...	...	...	...	...	...	...	...	Sc., H., Ad. ...	Absent.	...	
7	4	11	18	13	31	...	...	...	...	...	...	210	Sc., H., Math. ...	Failed.	...	
24	13	37	...	...	...	30	18	48	...	...	...	287	Sk., H., Math. ...	Passed.	Third.	
...	...	...	...	...	...	32	14	46	...	...	...	296	Sk., H., Ad. ...	Passed.	Third.	
...	...	...	23	18	41	...	...	...	...	...	...	263	Sc., H., Ad. ...	Passed.	Third.	
10	5	15	17	11	28	...	...	...	...	...	...	191	Sc., H., Math. ...	Failed.	...	
32	18	50	34	21	55	...	...	...	...	...	...	280	Sc., U., Math. ...	Passed.	Third.	
...	...	...	...	...	...	12	8	20	...	...	...	206	P., U., Ad. ...	Failed.	...	
...	...	...	29	11	40	...	...	...	...	...	...	351	Sc., H., Ad. ...	Passed.	Second.	Vernacular, Administration
...	...	...	33	24	57	...	...	...	...	...	...	331	Sc., H., Ad. ...	Passed.	Second.	
...	...	...	18	20	38	...	...	...	...	...	...	330	Sc., H., Ad. ...	Passed.	Second.	
33	10	43	37	23	60	...	...	...	...	...	...	421	Sc., U., Math. ...	Passed.	Second.	English, Arithmetic, Science
...	...	...	26	10	36	...	...	...	...	...	...	386	Sc., H., Ad. ...	Passed.	Second.	
23	4	27	27	20	47	...	...	...	...	...	...	265	So, H., Math. ...	Passed.	Third.	
20	1	21	23	15	38	...	...	...	...	...	...	273	Sc., U., Math. ...	Passed.	Third.	
33	10	43	19	11	30	...	...	...	...	...	...	277	Sc., U., Math. ...	Passed.	Third.	
25	20	45	24	19	43	...	...	...	...	...	...	306	Sc., U., Math. ...	Passed.	Third.	
11	3	14	...	...	...	34	17	51	...	...	...	233	P., U., Math. ...	Failed.	...	
25	3	28	19	22	41	...	...	...	...	...	...	296	Sc., U., Math. ...	Passed.	Third.	
33	...	33	28	10	38	...	...	...	...	...	...	260	Sc., U., Math. ...	Passed.	Third.	
20	4	24	...	...	...	27	16	43	...	...	...	280	P., U., Math. ...	Passed.	Third.	
3	...	3	...	...	...	16	14	30	...	...	...	187	P., U., Math. ...	Failed.	...	
11	6	17	...	...	...	17	10	27	...	...	...	177	P., U., Math. ...	Failed.	...	
...	...	...	2	6	8	...	...	...	...	...	...	106	Sc., U., Math. ...	Failed.	...	
8	1	9	...	...	...	20	16	36	...	...	...	226	P., U., Math. ...	Failed.	...	

ANNEXURE M.

Report of the Inspectors on the Mayo College, Ajmer, 1919.

The College was inspected from 25th to 29th March 1919.

Staff.—For the greater part of the past year the Principal has been working under a serious disadvantage on account of the absence of almost the entire European staff on Military duty or on duties directly connected with the War. Great credit is due to him for the organizing ability and tireless energy which he has brought to bear on the problem of saving the College from a disastrous breach of continuity and tradition. It was inevitable that the college should suffer but no great harm has been done and it may be confidently expected that, with the gradual filling up of the vacant places, there will be in a very short time a return to the normal high standards.

Supervision of houses.—The question of the method of appointment of the Motamids remains where it was at the time of last year's inspection. Various causes have contributed to prevent a full meeting of the College Council, but we were given to understand that the matter will be brought before that body at an early date.

The Monitorial system.—A recent experiment of great interest has been made in the appointment of boys of suitable age, standing and character as monitors. It is too early to form a judgment on the success of this experiment, but the new monitors appear to accept their duties and responsibilities in the right spirit and we share with the Principal the hope that he will be able through this system to develop in the College a sense of honour, fair play and respect for authority and to cultivate unselfish work for the school which may lead in due course to wider patriotism for India, and still wider patriotism for the Empire.

English.—The organization and method of the teaching of English continue admirable. There is a perceptible falling off—directly traceable to the absence of the European staff—in the attainment in English of the lower classes. We have every confidence that this falling off is purely temporary. In certain classes the translations from the Vernacular into English were inadequately corrected, in some cases this defect was due to carelessness, in others to lack of knowledge of English on the part of the teacher. It would be well if this important branch of teaching could be placed under the supervision of European masters. We are aware that the European masters already have as much work as they can reasonably be expected to perform and all we would suggest is that the translation books of each class should be sent to a European master at stated intervals and that, after perusal, he should point out to the translation master, in two or three of the books, what mistakes he has omitted to notice and what errors in idiom and style he has himself introduced.

Handwriting.—Handwriting is better taught than it is in the majority of Indian schools but there is considerable room for improvement. The defects arrange themselves under four main heads:—

- (1) There is a tendency in certain classes to avoid giving any instruction at all. The teacher initials the boy's copy but apparently does not point out to him where he has gone wrong. In some classes some of the errors are indicated by pencil marks but others are not noticed.
- (2) Too much is done at a time by the boys. Handwriting should be done entirely in class and the teacher should move round the class constantly pointing out mistakes. On no account should a boy be allowed to make a second copy of the same line before the first copy has been criticized. A pleasing feature of the teaching of handwriting is that the boys are made to copy the model into the lowest line provided and to work upwards on the page. This device ensures that each line is copied direct from the model and not from the copy directly above it. When boys show little faculty for penmanship they should be made to repeat in their double lined exercise books the earlier exercises in their copy books.
- (3) In some classes simplified capital letters have been substituted for those lithographed in the copy books. To such an alteration there can be no objection on principle—many of the capitals in the books are unnecessarily elaborate—but good models should invariably be provided and the teacher should bestow great care in their preparation. In certain cases we found boys copying models such as capital H's and capital K's formed of three thin straight lines each and very carelessly written by

the teacher. In order to teach penmanship, curved lines of varying thickness should occur in the models. Moreover, if the models in the existing copy books are found to be unsuitable it would not be difficult to change the copy books.

- (4) In their written work in English other than handwriting, boys are often allowed to use forms of letters which are not sanctioned by English custom. We found at least one case of a capital T which was more like a P and capital G's formed like small I's were fairly common.

The handwriting in Hindi does not appear to be a particularly profitable use of time. The copying of Hindi letters $1\frac{1}{2}$ to 2 inches in height is of the nature of decorative drawing rather than of penmanship.

Drawing.—There is a very marked improvement in the teaching of drawing. The teacher is evidently bent on acquiring new methods and succeeds in interesting his pupils to a marked degree. The models chosen are generally suitable and the drawings are in many cases highly creditable. It is however doubtful whether any good purpose is served by giving rectilinear models to boys who have not been taught the rules of perspective.

The drawing hall is well lighted but the light is too diffused. It would be to the advantage of the teaching of the subject if the ingress of light could be confined to one side so that more definite shadows would be thrown by the models.

Mathematics.—The classes of the college are now divided into mathematical sets in which Kumars are placed according to their mathematical abilities; the syllabus too has been arranged between the classes in a much more logical manner than was formerly the case. It is all the more disappointing to find that, in spite of the excellence of the general organization of the teaching, the standard of attainment as judged by the work of the Kumars is low. It may be because the new system has not been in force for a sufficient length of time to show beneficial results, or perhaps the excellence of the system leads one to expect too much, but the general impression gained was one of flatness and lack of interest, an indication that the teachers in some cases have failed to gain the interest and attention of their classes. Nothing is more discouraging to the quick and intelligent worker than to be kept waiting after every problem whilst the dullard is trying vainly to solve it and whilst the master gives a lengthy explanation on the blackboard; yet this seems to be the method generally employed. It is true that this keeping back of the most able boys cannot always be avoided, but mathematics lends itself better than most subjects to different standards of attainment being reached by pupils in the same class. It should, we, think, be possible, in classes which are small enough to enable a good deal of individual attention being given, to do more to encourage those Kumars who show promise of Mathematical ability. We would suggest that the European member of the staff, who is in charge of mathematics in the college should be allowed time to pay occasional visits to the different classes in order to supervise their work.

Geography.—The methods of instruction and the general arrangement of the course in this subject are really excellent; no special remarks are called for.

Science.—The college is fortunate in possessing an extremely well-arranged and well-equipped science section. The only thing lacking is a heating apparatus of some kind, and as this is essential, we recommend that the purchase of a suitable plant should receive early consideration. A Mansfield's oil gas installation would perhaps be most satisfactory but is open to the objections that it is expensive and would entail the erection of a small somewhat unsightly building near the college. On the other hand a DeLaitte petrol gas with Bunsen burners, although not so useful for experimental work, would meet all the requirements of the science course, it would be cheaper and would not need outside accommodation, so that on the whole this arrangement would probably be found preferable.

As in the case of Geography a word of praise is due to the instruction in science. The Kumars showed that they were able to carry out experimental work with accuracy and reasonable speed, and the lessons, given by the science master indicate that he is teaching on correct lines. It would be better if the time table could be arranged so as to give two double and one single period each week instead of one double and three single periods, but if this involves serious inconvenience to other classes it is scarcely worth while attempting to make the change.

R. H. BECKETT.

F. O. TURNER.

ANNEXURE N.

Mayo College, Ajmer.
Curriculum for 1919-20.

Post-Diploma Class.—3rd year.
English.

1. Text-books :—

- (1) Conan Doyle :—Memoirs of Sherlock Holmes.
 - (2) Scott :—The Talisman.
 - (3) Shakespeare :—A Midsummer Nights Dream.
 - (4) Do. Twelfth Night.
 - (5) Kingsley :—Hereward the Wake.
2. Essay writing and Grammar.
 3. General knowledge including a study of Economic questions.

History.

1. Vincent Smith :—Early History of India.
2. Lane Poole :—Mediæval India.
3. Lyall :—Rise of the British Dominion in India.
4. Strachey :—India.
5. Anderson :—British Administration in India.

Administration and Subjects for the
Examination Ajmer-Merwara.

I.—ADMINISTRATION.

- (1) Notes on State Administration.
- (2) The Famine Code (Ajmer-Merwara.)
- (3) Notes on Famine Policy as laid down by the Government of India.

II.—REVENUE.

- (1) The Ajmer Land Revenue Regulations II of 1877.
- (2) The Irrigation Regulation and Rules.
- (3) The Land Acquisition Act.
- (4) Land Improvement Loans Act of 1883 with Rules.
- (5) Agriculturists Loans Act of 1884 with Rules.

III.—JUDICIAL.

- (1) The Indian Penal Code and Amended Acts, with the Whipping Act.
- (2) The Code of Criminal Procedure.
- (3) The Code of Civil Procedure.
- (4) The Evidence Act.
- (5) The Ajmer Courts Regulation.
- (6) The Ajmer Laws Regulation.
- (7) The Ajmer Government Wards Regulation 1888 with Rules.
- (8) The Ajmer Taluqdars Loans Regulations 1911 with Rules.

IV.—MISCELLANEOUS.

- (1) Transliteration and translation into Urdu or English of easy manuscript documents in (a) Kayasthi and (b) Mahajani characters.
- (2) Translation of a simple piece of English into Hindi in these characters.
- (3) Conversation in the ordinary language of the District with an ordinary villager. Similar tests in Urdu, omitting the conversational portion.

Post-Diploma Class.—2nd Year.

English.

1. Text books :—
The same as for 3rd year.
2. Essay writing and Grammar.
3. General knowledge.

History.

Vincent Smith :—Early History of India.
Lane-Poole :—Mediæval India.
Anderson :—British Administration in India

Administration.

I.—ADMINISTRATION.

- (1) Notes on State Accounts.
- (2) The Famine Code (Ajmer-Merwara.)
- (3) Notes on Famine Policy as laid down by the Government of India.

II.—REVENUE.

A.—General Revenue Laws :—

- (1) Land and Revenue Regulation II of 1877.
- (2) Irrigation Regulation VIII of 1887.
- (3) Agriculturists Loans Act XII of 1884.
- (4) Land Improvement Loans Act XIX of 1883.

B.—General Revenue Rules :—

- (1) Patwaris, Girdawars, and Registrar Girdawars Rules.
- (2) Rules for Survey and Boundary marks.
- (3) Irrigation Rules.
- (5) Rules for the maintenance of village maps.
- (4) Rules for Assessment of Land Revenue on villages under the variable system.
- (6) Taqavi Rules.
- (7) Other Revenue Rules :—

Mutation Rules ; Wasil-baki Nawis Rules ; Appointment and dismissal of Lambardars ; Duties of Lambardars and Patels ; Duties of Tahsildars ; Fees payable under Section 75 of the Land Revenue Regulation, &c.

III.—THEORETICAL SURVEYING.

IV.—PRACTICAL :—

- (1) Revenue work in Camp.
- (2) Surveying and computation of areas.

V.—Hindi Reading and Writing.

VI.—Urdu Reading and Writing.

VII.—Arithmetic.

VIII.—LAW :—

- (1) The Indian Penal Code.
- (2) The Civil Procedure Code (In Part).
- (3) The Criminal Procedure Code (In Part).
- (4) The Evidence Act (In Part).

Science or Economics.

SCIENCE :—

Lectures on "Home Hygiene" and Physics and Chemistry as applied to various common things in alternate years.

Economics.—Mrs. Fawcett's Political Economy.

Post-Diploma Class—1st year

English.

1. Text Books :—The same as for 3rd year.
2. Essay writing and Grammar.
3. General knowledge.

History.

Text Books :—The same as for 2nd year.

Administration

I.—ADMINISTRATION.

- (1) Notes on State Accounts.
- (2) Famine Code (Revised Edition).

II.—REVENUE :—

A.—General Revenue Laws.

- (1) Land and Revenue Regulation II of 1877.
- (2) Irrigation Regulation VIII of 1887.

B.—General Revenue Rules.

- (1) Patwari Rules.
- (2) Rules for Survey and Boundary marks.
- (3) Rules for Assessment of Land Revenue under the variable system.
- (4) Wasil-baki-Navis Rules.

III.—SURVEYING :—

Theoretical and Practical by Plane Table and computation of areas.

IV.—Hindi Reading and Writing.

V.—Urdu Reading and Writing.

VI.—Arithmetic.

VII.—LAW :—

- The Civil Procedure Code, (In Part).
- The Indian Penal Code.

Science or Economics.

The same as for 2nd year.

First Class—(Diploma Class).

Compulsory Subjects.

English.

1 :—

- Stevenson—Black Arrow.
- „ „ Kipling's—Sea Warfare.
- (3) Poetry :—Shakespeare—As You Like It.
- (4) „ „ An additional Play of Shakespeare.

2. Essay and Grammar.
3. Translation.
4. General knowledge.

History and Geography.

HISTORY :—

- (a) English—No text book prescribed. English History to be taught with special reference to the development of constitutional liberty and the growth of the British Empire; to be treated on the broadest lines up to the end of the 18th century, after which important imperial and social questions should be examined in greater detail.

Junior Cambridge Historical Reader.

Leslie—Jones.—A View of English History.

- (b) Indian—No text book prescribed. Only the salient features of Indian History should be regarded up to the campaigns of Olive, after which the rise and effects of the British dominion should be carefully studied.

Allen's Narrative of Indian History.

GEOGRAPHY—

No text book prescribed. A general knowledge of the world and a more detailed knowledge of the British Empire and particularly of India.

Questions on Physical Geography may be set.

- (1) The Junior British Empire.
- (2) Morrison's Junior Geography of India.
- (3) The Atlas Geographies—British Empire.
- (4) Macmillan's Geographical Exercise Book No. III.

Maps to be drawn—India and the British Colonies.

Mathematics.

Upper Group set II.—

Arithmetic :—Pendlebury and Tait—Chapters 1-40

(Corresponding with the Allahabad Matriculation Standard).

Alternative Subjects.

Vernacular (one to be taken.)

- (a) URDU :—Allahabad University Course for 1920.

Grammar—General.

Translation—English into Urdu.

Composition—

Petition Reading.

- (b) HINDI :—Prose—Sudhakara Drivedis' Ram Kahani.

Poetry—Tulsidas' Ramcharitamanas (abridged by Syam Sunder Das).

Gadyapadya Sangraha (Newal Kishore Press.)

Prose pieces—I to IV, and XXI.

Poetry pieces—I to VI, X, XI, XII, XV and XVI.

Grammar—Balbodh Vyakaran, by Madhav Prasad Pathak.

Translation—English into Hindi.

Composition—Letters.

Reading Petitions and documents in court script.

Science or Second Language (one to be taken.)

SCIENCE :—Both Theoretical and Practical—Dr. Hill's course—complete.

SANSKRIT :—Selections from 'Hitopdesha, Purushpariksha and Mahabharata (Belvedere Press, Allahabad.)

K. P. Trivedi's Sanskrit Teacher.

Translation—English into Sanskrit and vice versa.

PERSIAN :—Persian Entrance Course (Punjab University.)

Grammar—*Miftah-ul-Qawaid* (Anwar Ahmedi Press, Allahabad.)

Translation—Persian into English and vice versa.

Administration or Advanced Mathematics (one to be taken.)

ADMINISTRATION :—(1) Law—Whitworth's Law Lectures.

Lectures on Hindu and Muhammadan Law.

(2) Surveying—Theoretical and Practical, by means of Lectures.

(3) Notes on :—(i) Patwari papers (ii) Revenue Administration and
(iii) Irrigation.

ADVANCED MATHEMATICS :—Upper Group Set I :—

(1) Algebra—Baker and Bourne's—Chapters 1-25 and 36-38.

(2) Geometry—Hall and Stevens—Parts I. to V with easy deductions.

Theorems—1, 18, 20-32, 34, 38-58, 60-64, 66 and 72.

Problems—1-19, 22, 23, 25-34.

(Corresponding with the Allahabad Matriculation Standard).

Second Class.

Compulsory Subjects,

English.

TEXT BOOKS :—Hope—Prisoner of Zenda.

Shakespeare—Julius Caesar.

Tale of Two cities—Abridged by Egerton Smith.

Reading from newspapers and magazines.

Grammar—New Manual of English Grammar.

Composition—Wren's Progressive composition.

Translation.

Reading, Recitation and Conversation.

History and Geography.

HISTORY :—(a) English—Junior Cambridge Historical Reader.

(The Expansion of England under the Tudors; the Renaissance and the Reformation; the Stuart Period, and the Constitutional Struggle; The Civil War and the Parliamentary rule; the Restoration; the Revolution of 1688; the Hanoverian period and the beginning of Cabinet government; the Colonial Expansion of the 18th century and the War of American Independence; the Napoleonic Wars; and the period of reform which follows with the Industrial Revolution.)

(b) Indian—Allen's Narrative of Indian History.

The British Period pp. 132 to end.

GEOGRAPHY :—World with special reference to British Empire and India.

(1) The Junior British Empire.

(2) Morrison's Junior Geography of India.

(3) The Atlas Geographies—British Isles.

(4) Macmillan's Geographical Exercise Book No. I.

Mathematics.

ARITHMETIC :—Upper Group Set. II.

Pendlebury and Tait—Chapters 1-40 (Two year's course.)

Vernacular (one to be taken.)

(a) **URDU :—**Guldasta-i-Adab.

Qawaid-i-Urdu Part II (Mission Press, Allahabad), 2nd half.

Majmuai Kaqzat-i-Karrawai—(Aijaz Muhammadi Press, Lucknow.)

Translation and composition.

(b) **HINDI :—**Hindi Selections in prose and poetry, published by Ram Dayal, Agarwal.

Grammar—Balabodh Vyakaran by Madhav Prasad Pathak

Translation—English into Hindi.

Composition—

Drawing.

Buchanan's—Art Drawing Plates, 24-29.

Alternative Subjects.

Science or Second Language (one to be taken)

SCIENCE :—Both Theoretical and Practical

Dr. Hill's Chemistry for Indian Schools Part III.

SANSKRIT :—Selections from Hitopadesh, Purushpariksha and Mahabharata (Belvedere Press, Allahabad).

K. P. Trivedi's Sanskrit Teacher.

Translation—English into Sanskrit and vice versa.

PERSIAN :—Punjab University Entrance Course—pp. 108—202.

Grammar—Miftah-ul-Qawaid—2nd half.

Translation—English into Persian and vice versa.

Administration or Advanced Mathematics (one to be taken).

ADMINISTRATION :—LAW—Whitworth's Law Lectures pp. 1 to end.

Elementary Notes on Administration.

ADVANCED MATHEMATICS :—Upper Group Set I (Two year's Course) as in Diploma class.

Third Class.

Compulsory Subjects.

English.

TEXT BOOKS :—A. B. Archer's Stories of Exploration and Discovery.

Ancient Mariner.

Highroads to History Books V and VI.

Grammar—New Manual of English Grammar.

Composition—Wren's Progressive Composition.

Translation.

Reading, Recitation and Conversation.

History and Geography.

HISTORY :—Marsden's History of India for Standards III and IV (in Vernacular.)

GEOGRAPHY :—No book prescribed Northern continents.

Mathematics.

ARITHMETIC :—Middle Group: Set IV.

Hall, Steven and Sim's Arithmetic for Indian Schools—Chapters 7, 12, 13, 14, and 16 together with revision of work done in lower sets.

ALGEBRA :—Baker and Bourne—Chapters 1-6

GEOMETRY :—Hall and Steven—Part I—Theorems :—1-16. Problems 1-13 Easy deductions.

Vernacular (one to be taken.)

(a) **URDU** :—Guldasta-i-Adab.

Qawaid-i-Urdu Part I (Mission Press, Allahabad) 1st half.
Composition.

(b) **HINDI** :—Sangrah Siromani (Indian Press, Allahabad) half in selections.

Grammar by Chandra Mauli Sukul.
Composition.

Drawing.

Buchanan's Art Drawing Plates —13-18.

Model Drawing of cubes, rectangles, cylinders &c., combined and shading with colour.

Alternative Subjects.

Science or Second Language (one to be taken.)

SCIENCE :—Both Theoretical and Practical.

Hill and Mackenzie's Physics and Chemistry for Secondary Schools Part I.

SANSKRIT :—Indian Press Sanskrit Reader No. I.

Grammar as given in the Reader.

Translation—English into Sanskrit and Vice-versa.

PERSIAN :—Gulzar Dabistan—pp. 1-16 and 24-39.

Grammar—Miftah-ul-Qawaid, pp. 1-20.

Fifth Class.

English.

TEXT BOOKS :—New English Course for Indian Schools—Fifth Reader.

Heroes.

Composition—Wren's Progressive Composition.

Grammar.

Translation and Retranslation.

Reading, Recitation and Conversation.

History and Geography.

HISTORY :—Marsden's History of India for Standards III and IV (in Vernacular.)

GEOGRAPHY :—No book prescribed—Southern continents.

Science.

Oral Instruction (Object Lessons).

Mathematics.

Middle Group Set V.

ARITHMETIC :—Hall, Steven and Sims—Chapters 3, 6, 9, 10 and 11 revision of work done in Lower Sets.

ALGEBRA :—Baker and Bourns—Chapters 1-3.

GEOMETRY :—Hall and Steven—Part I. Practical. Problems 1-7.

Vernacular (one to be taken.)

(a) URDU :—Ahsan-ul-Intakhab—2nd half.

Qawaid-i-Urdu, Part I —(Mission Press, Allahabad) 1st half.

Composition.

(b) HINDI :—Lower Middle Hindi Reader (Indian Press, Allahabad) 2nd half.

Grammar by Chander Mauli Sukul.

Composition.

Drawing.

Buchanan's Art Drawing of cubes, rectangles, cylinders &c. Shading with pencil.

Sixth Class.

English.—Text Books :—New English Course for Indian Schools—4th Reader.

Nelson's Indian Reader Book 3 (to be supplemented.)

Lyrical Poetry.

Copy writing.

Geography.—No book prescribed—1. World in outline.

2. India in outline (vide scheme).

Science.—Oral Instruction—(Object Lessons).

Arithmetic.—Lower Group Set VI :—

Hall, Steven and Sim's Arithmetic—Chapters 2, 4, 5 and 8. H.C.F. and L.C.M. by Factors or otherwise. Decimal Fractions and Elementary Vulgar Fractions, and revision of work done in Lower Sets, measures of weight, length and capacity, English Indian and metric, measure of time, multiplication, Tables upto 20×20 , $20 \times \frac{1}{2}$, $20 \times 1\frac{1}{2}$.

Practical Geometry—Use of Mathematical Instruments—straight lines and angles at a point and their bisection.

Vernacular (one to be taken.)

(a) URDU :—Ahsan ul-Intakhab by Mohammed Abdul Jalil (Lazarus & Co. Benares) 1st half.

Grammar—Aziz-ul-Mubtadi.

Copy writing and Dictation.

(b) HINDI :—Lower Middle Hindi Reader—1st half.

Grammar, Copy writing and Dictation.

Composition.

Drawing.—Buchanan's Art Drawing Plates, 4-6 and Model Drawing, cubes, rectangles at various positions.

Seventh Class.

English.—Text Books :—New English Course for Indian Schools—2nd Reader.

Nelson's Indian Reader Book

Copy writing.

Geography.—No book prescribed—Outline Geography of Rajputana, Divisions of Land and Water (World Map).

Science.—Object Lessons (in vernacular).

Arithmetic.—Lower Group Set VII.

Hall, Stöten and Sim's Arithmetic—Chapters 1, 2 and 4.

The compound Rules—Indian and English money and weights (no fractions of pies, pennies, chhataks or ounces). Prime numbers and Factors

and H. O. F. by Factors only, and revision of work done in Lower Standard.

Vernacular (one to be taken.)

(a) **URDU** :—Lower Primary Reader Part II.

Sawad-i-Urdu (Nawal Kishore Press).

Grammar—To know Part of Speech.

Copy writing and Dictation.

(b) **HINDI** :—Lower Primary Reader Part II.

Hindi Praveshika.

Grammar, Copy writing and Dictation.

Drawing.—Buchanan's Art Drawing Plates, 1-3.

Model Drawing, cubes at various positions.

Eighth Class.

English.—Text Books :—A. Section—Longman's New English Course for Indian Schools—1st Reader.

Do.

Do.

2nd Reader.

B. Section—Longman's New English Course for Indian Schools—Primer.

Copy writing.

Geography.—No book prescribed—Ordinary physical phenomena, Geographical terms (with special reference to Local map). Plans of class room and compound. Model in sand of picture and plan in Phillip's Chart.

Geography of Ajmer.

Science.—Object Lessons (in Vernacular).

Arithmetic.—Lower Group Set. VIII :—

The Four Simple Rules. Multiplication Tables from 1-20. Revision of work done in Set. IX.

Lower Group Set. IX :—

Notation and Numeration of Numbers of not more than six figures (one lac or one hundred thousand) both English and Indian Methods, Addition and Subtraction.

Vernacular (one to be taken.)

(a) **URDU** :—A & B Sections—Urdu ka Naya Qaida (Indian Press, Allahabad).

Urdu Reader No. 1.

Lower Primary Reader Part I.

Copy writing.

(b) **HINDI** :—A & B Sections—Hindi Primer (Indian Press.)

Hindi Reader No. 1.

Lower Primary Reader Part I.

Copy writing.

Drawing.—Crayon and Brushwork Exercise Books No. 1 and 2.

Frechand :—Straight and curved lines at various positions.

ANNEXURE N.

Detailed results of the Annual Examinations.

POST DIPLOMA CLASS—THIRD YEAR.

	English.	History.	Administration.	Total.	REMARKS.
Full Marks.	710	710	1,420	2,840	
Kanwar Hamir Singh of Harpan, Marwar	570	524	951	1,664	Passed.
Thakur Amar Singh of Rewal, Jaipur	446	308	781	1,534	Passed.
Thakur Ratanpal Singh of Savar, Ajmer	295	206	689	1,188	Failed.
Kanwar Lalendra Pal of Kotla B. P.	350	327	519	906	Failed.

First Winners:—KANWAR HAMIR SINGH Class Prize, History, Administration.

THAKUR AMAR SINGH English Prize.

POST DIPLOMA CLASS—SECOND YEAR.

Subjects.	English.	Indian History.	Administration.	Law.	Science or Political Economy.	Religion.	Girdawars' Examination	Total.	REMARKS.
Full Marks.	550	150	150	200	100	50	560	1,760	
Rajkumar Ramchandra Singh of Sailana ...	306	72	106	121	53	43	347	1,048	
Kanwar Ganga Singh of Pokaran, Marwar ...	219	58	103	91	57	38	393	959	
Sahibzadah Muhammad Taufiq Khan of Tonk ...	84	42	45	61	22	...	349	603	Fails in Girdawars' Examination
	125	75	75	100	50	...		935	

Prize Winners:—RAJKUMAR RAMCHANDRA SINGH ... Class, Administration.

KANWAR GANGA SINGH ... Surveying.

SAHIBZADAH MOHAMMED TAUFIQ KHAN ... General Proficiency.

POST DIPLOMA CLASS—FIRST YEAR.

Subjects.	English.	History	Law.	Administration.	Surveying	Arithmetic.	Vernacular.	Science or Political Economy.	Religion	Total.	REMARKS
Full Marks.	550	150	250	150	50	50	50	100	50	1,400	
Kanwar Jagat Shamsher Jang of Nepal ...	435	76	172	102	30	34	32	75	19	975	
Thakur Sultan Singh of Palwa, Alwar ...	800	52	186	101	33	34	40	72	23	791	
Sahibzadah Faiz Muhammad Khan of Malerkotla, Punjab ...	101	...	33	20	11	19	14	...	20	218	Not passed
	250	...	75	50	25	25	25	...	50	500	

Prize Winner:—KANWAR JAGAT SHAMSHER JANG ... Class, English, Law.

DIPLOMA CLASS.

Subjects.	English.	History and Geography.	Arithmetic.	Vernacular.	Science or Second Language.	Administration or Advanced Mathematics.	Total	REMARKS.
Full Marks.	225.	150	50	50	75	100	650	
Nawab Sarwar Ali Khan of Kmrwai, C. I. ...	169	88	34	27	60	43	421	
Bhanwar Sham Narayan Dube of Indore, C. I. ...	171	88	6	32	36	53	386	
Kanwar Keshav Singh of Dholpur ...	130	59	17	36	40	69	351	
Kanwar Dule Singh of Bidwal, Dhar, C. I....	118	56	7	25	57	68	331	
Kanwar Raj Singh of Shivgarh, Ratlam, C. I. ...	134	49	15	33	38	61	330	
Kanwar Shanker Singh of Khandu, Banswara ...	99	52	21	41	40	69	322	
Maharaj Madan Singh of Banswara ...	78	66	12	24	46	70	296	
Raja Raj Singh of Rajgarh, Ajmer ...	88	59	20	35	48	37	287	
Bakhshi Raghunath Singh of Bharatpur ...	80	47	25	23	55	50	280	
Kanwar Bahadur Singh of Para, Alwar ...	79	56	34	22	47	27	265	
Kanwar Bijai Singh of Manki, Alwar ...	83	36	16	22	41	65	263	
Kanwar Rawat Singh of Bursu, Marwar ...	70	44	27	27	31	11	210	Failed.
Kanwar Fateh Singh of Bharatpur ...	48	44	17	20	20	57	206	Do.
Maharajkumar Rajendra Singh of Jhalawar ...	83	35	11	19	28	15	191	Do.
Maharaj Abhai Singh of Surpur, Banswara ...	...	...	...	...	...	...	...	Absent.

Prize Winners:—Nawab Sarwar Ali Khan Class, History, Mathematics, Science, English.

B. SHAM NARAYAN DUBE English.

KANWAR KESHAV SINGH Hindi. Administration.

RAJA RAJ SINGH Classical Language.

MAHARAJ MADAN SINGH Geography, Administration.

KANWAR SHANKER SINGH Hindi Special.

SECOND CLASS.

Subjects.	English.	History and Geography.	Arithmetic.	Law, & Administration or Advd. Mathematics.	Science or Classical Language.	Vernacular.	Drawing.	Religion.	Total.	REMARKS.
Full Marks.	225	150	50	50	75	50	25	50	675	
Sahibzadah Mir Fazl-i-Ali Khan of Banganapalli, Madras	171	89	22	30	45	30	19	40	446	
Kanwar Mussoorie Shamsher Jang of Nepal ...	174	101	18	32	47	23	13	25	433	
Kanwar Bhom Singh of Bidwal, C. I.	133	98	12	40	50	36	17	45	431	
Rajkumar Alakhnarayan Gajpatiraj of Vizianagram, Madras	138	99	13	28	39	42	14	28	401	
Kanwar Raghuraj Singh of Alipura, C. I.	113	75	24	28	49	31	18	18	356	
Thakur Amar Singh of Mori, Marwar	98	58	20	29	28	23	12	43	311	Failed.
Kanwar Kalyan Singh of Bijwar, Alwar	110	76	10	12	23	25	12	19	287	Do.
Rajkumar Raghuraj Singh of Nimrana	108	61	2	21	30	25	14	20	281	Do.
Kanwar Nathe Singh of Bharatpur	67	49	18	18	23	21	11	31	238	Do.

Prize Winners :—MIR FAZL-I-ALI KHAN Class, Drawing.

KANWAR BHOM SINGH Religion, Science, Hindi.

KANWAR MUSSOORIE SHAMSHER JANG ... English, Indian History.

RAJKUMAR ALAKH NARAYAN GAJPATIRAJ ... English History.

THIRD CLASS.

Subjects.	English.	History and Geography.	Mathematics.	Science and Sanskrit.	Hindi and Urdu.	Drawing.	Religion.	Total.	REMARKS.
Full Marks.	225	150	150	75	50	25	50	725	
Rajkumar Ajat Shatru Singh of Sailana, C. I. ...	168	110	82	50	18	18	30	476	
Mir Nasir-uddin of Surat	142	80	120	53	31	15	25	466	
Thakur Manmahipal Singh of Namli, Ratlam ...	138	99	67	34	31	16	38	423	
Rao Sajjan Singh of Kundla, Jhalawar ...	109	88	81	25	28	12	43	386	
Raja Kishor Chandra Mardraj Hari Chandan of Nilgiri, Orissa	130	91	63	20	42	10	28	384	Falls in Science.
Mir Gulam of Surat	118	86	69	31	26	15	28	373	
Maharaj Bairi Sal of Kherli, Kotah ...	100	74	68	35	23	21	43	364	
Kanwar Ripusudan Singh of Semlia, Sailana ...	110	61	62	30	24	9	45	341	Falls in Aggregate.
Thakur Umed Singh of Jhantla, Partabgarh ...	110	61	68	31	20	16	23	329	Do.
Ticca Sukhdeo Singh of Poonch, Kashmir ...	111	75	50	28	18	16	19	317	Do.
Rao Bir Singh of Bihat, Bundelkhand ...	130	65	32	37	16	13	18	311	Falls in Mathematics Hindi and Aggregate.
Kanwar Pratap Singh of Banera Mewar ...	...	...	...	...	...	...	...	...	Absent.
Bhanwar Ram Narayan Dube of Indore ...	...	...	...	...	...	...	...	...	Absent.

Prize Winners :—RAJKUMAR AJAT SHATRU SINGH ...

... Examination.

MIR NASIRUDDIN ...

... Class, Mathematics.

THAKUR MANMAHIPAL SINGH ...

... Indian History.

MIR GHULAM ...

... Examination and Term's work, Geography.

FOURTH CLASS.

Subjects	English.	History and Geography.	Mathematics.	Science or Sanskrit.	Vernacular.	Drawing.	Religion.	Total.	REMARKS.
Full Marks.	175	100	100	50	50	25	40	540	
Thakur Moti Singh of Karandia	100	89	68	46	24	16	38	381	
Maharaj Sawai Raj Singh of Banswara	101	71	47	42	28	15	25	329	
Thakur Daulat Singh of Basi, Mewar	91	61	45	23	27	13	28	288	
Sardar Mangal Singh of Biloni, Dholpur	89	59	35	32	28	15	30	288	
Maharaj Mehtab Singh of Bamulia, Kotah	96	44	33	27	28	18	33	279	
Kanwar Giriraj Singh of Bharatpur	97	33	43	20	24	17	32	266	Falls in Aggregate.
Thakur Bhairon Singh of Nizamnagar, Alwar	107	31	27	26	28	11	26	256	Falls in History and Geography and Aggregate.
Maharaj Bahadur Singh of Madri, Mewar	65	49	41	40	18	17	19	249	Falls in Aggregate.
Raja Gopal Singh of Bharatpur	93	40	34	27	25	10	19	248	Do. : do.
Bhanwar Shatrunjai of Shabpura	76	47	29	22	19	17	30	240	Falls in Mathematics and Aggregate.
Rao Raja Akhai Singh of Harsore, Marwar	80	22	29	31	30	10	35	237	Falls in History and Geography, Mathematics and Aggregate.
Thakur Govind Singh of Raipur, Marwar	83	47	10	17	22	8	33	220	Falls in Mathematics and Aggregate.
His Highness Maharaja Umed Singh of Jodhpur.	102	26	18	22	17	12	18	215	Falls in History and Geography, Mathematics and Aggregate.
Kanwar Brijbehari Singh of Kushalgarh	73	23	12	26	16	8	26	184	Falls in History and Geography Mathematics Hindi and Aggregate.
Thakur Khuman Singh of Bidasar, Bikaner	59	35	22	4	19	6	18	163	Falls in Mathematics, Sanskrit, Hindi and Aggregate.

Prize Winners :—THAKUR MOTI SINGH Examination.

MAHARAJ SAWAI-RAJ SINGH Class 1st Prize.

THAKUR DAULAT SINGH Class 2nd Prize.

FIFTH CLASS

Subjects.	English.	History and Geography.	Mathematics	Science.	Vernacular.	Drawing.	Religion.	Total.	REMARKS.
Full Marks.	150	50	100	50	50	25	30	455	
Thakur Pratap Singh of Bijaipur, Mewar ...	105	40	67	42	38	13	29	334	
Thakur Dovi Singh of Bhadrajun, Marwar ...	87	38	67	35	31	17	24	294	
Thakur Dhul Singh of Pipalda, Kotah ...	81	34	67	27	23	18	28	278	
Thakur Sawai Singh of Bori, Jhabua, C. I. ...	110	34	26	29	21	13	23	256	Falls in Mathematics.
Sardar Shamsheer Singh of Dholpur ...	79	32	55	23	19	16	28	252	
Bhanwar Dhairyashil Rao of Dhar ...	104	23	34	28	18	17	19	243	
Thakur Madho Singh of Sadara, Ajmer ...	82	23	29	43	25	12	28	242	Falls in Mathematics.
Thakur Rameshwar Singh of Bandanwara, Ajmer ...	90	27	23	19	25	14	25	223	Falls in Mathematics and Aggregate.
Kanwar Jivan Singh of Tantoti, Ajmer ...	69	21	29	31	18	17	23	208	Falls in Mathematics and Aggregate.
Thakur Devi Singh of Bijwar, Alwar ...	68	17	30	25	10	9	13	172	Do. Do.
Kanwar Mahendra Singh of Tatarpur, Alwar ...	...	...	...	...	...	...	...	...	Did not appear.

Prize Winners:—THAKUR PRATAP SINGH Class.

SARDAR SHAMSHEER SINGH Geography.

SIXTH CLASS.

Subjects.	English.	Geography.	Mathematics.	Object Lessons.	Vernacular.	Drawing	Religion.	Total.	REMARKS.
Full Marks.	150	50	75	50	50	25	30	480	
Kanwar.Swarup Singh of Chimraoli, Alwar ...	96	39	52	34	38	22	28	309	
Kanwar Shri Narhardeoiji Vijaideoji of Dharampur...	109	38	28	30	48	12	26	291	
Kanwar Shambhu Singh of Deogaon-Baghera, Ajmer	96	39	39	30	37	17	28	286	
Sahibzadah Raoof Ahmad Khan of Tonk ...	64	37	58	31	42	20	16	268	
Kanwar Shivnath Singh of Alwar ...	89	22	51	26	30	19	23	260	
Patait Gauri Shanker Shikhardeo of Gangpur, Orissas.	97	31	17	26	41	18	25	255	Falls in Mathematics.
Rajkumar Vizianand Gajpatiraj of Vizianagram, Madra	103	41	12	22	48	11	15	252	Do. do.
Kanwar Ganesh Pal of Hadoti, Karauli ...	74	38	19	34	28	18	20	231	Do. do.
Sahibzadah Nasir Ali Khan of Jaora ...	97	21	7	22	40	7	14	208	Falls in Mathematics and Drawing.
Kanwar Balbir Singh of Bharatpur ..	66	14	39	15	29	14	26	203	Falls in English and Object Lessons.
Kanwar Ram Sahai Singh of Bharatpur ...	62	18	20	16	32	14	13	175	Falls in Mathematics and Object Lessons.
Kanwar Sher Singh of Balunda, Marwar ...	72	24	17	16	11	8	3	151	Falls in Hindi, Religion, Drawing & Aggregate.
Sardar Ranjit Singh of Dholpur ...	...	...	...	...	...	...	...	...	Absent.

Prize Winners:—KANWAR SWARUP SINGH ... Class, Drawing, Religion.

KANWAR NABHARDEOJI VIJAIDHOJI ... English.

SAHIBZADAH RAOOF AHMED KHAN ... Arithmetic.

SEVENTH CLASS.

Subjects.	English.	Geography.	Arithmetic.	Vernacular.	Object Lessons.	Drawing.	Religion.	Total.	REMARKS.
Full Marks.	100	40	40	40	20	20	25	285	
Maharaj Gulab Singh of Kotra, Kotah	69	31	39	31	13	15	22	220	
Kanwar Bachan Singh of Alsar, Bikaner	57	35	34	30	15	18	23	212	
Kanwar Amar Singh of Bijwar, Alwar	77	26	23	26	8	11	22	193	
Kanwar Rajnath Singh of Alwar	61	34	26	23	13	13	23	193	
Rajkumar Abbai Singh of Jodhpur, Marwar	84	14	35	20	9	11	9	182	
Kanwar Balwant Singh of Danta, Mahikantha	70	18	20	24	14	15	19	180	
Maharaj Kesri Singh of Alsar, Bikaner	49	30	13	35	15	15	20	177	Falls in Arithmetic.
Maharaj Devi Singh of Alsar, Bikaner	44	31	22	25	13	17	19	171	
Sahibzadah Sultan Mahmud of Tonk	48	19	17	31	18	15	19	162	
Sahibzadah Mumtaz Ali Khan of Jaora	73	7	14	28	10	9	13	154	

*Prize Winners:—*MAHARAJ GULAB SINGH Examination.

KANWAR BACHAN SINGH Class.

EIGHTH CLASS—A SECTION.

Subjects.	English.	Arithmetic.	Geography.	Object Lessons.	Hindi.	Drawing.	Religion.	Total.	REMARKS.
Full Marks.	100	40	40	20	40	20	25	285	
Maharaj Ajit Singh of Jodhpur, Marwar ...	77	17	34	19	30	10	15	202	
Lallu Ranjit Singh of Dholpur ...	40	39	33	14	38	15	23	202	
Kanwar Govind Lal of Burja, Alwar ...	52	31	27	16	36	11	23	196	
Kanwar Dip Singh of Sarthal, Kotah ...	52	30	24	14	28	11	19	178	
Sardar Balbir Singh of Dholpur ...	38	27	26	17	36	13	22	174	
Kanwar Bijai Singh of Alsar, Bikaner ...	91	22	13	7	23	14	18	126	Falls in English and Geography.
Kanwar Man Singh of Banera, Mewar ...	...	...	...	...	...	...	...	...	Absent.

Prize Winners:—MAHARAJ AJIT SINGH ... Class.

SARDAR RAUJIT SINGH ... Arithmetic.

EIGHTH CLASS—B SECTION.

Subjects.	English.	Geography.	Arithmetic.	Object Lessons.	Vernacular.	Drawing.	Religion.	Total.	REMARKS.
Full Marks.	100	40	40	20	40	20	25	285	
Kanwar Sawai Singh of Danta, Mahikantha ...	85	35	24	15	28	9	15	211	
Mir Fateh Ali Khan of Banganapalli, Madras ...	68	25	24	11	33	16	18½	195½	
Mir Inayat Ali Khan of Banganapalli, Madras ...	62	31	28	13	30	12	18	194	
Kanwar Raghvendra Singh of Bharatpur ...	65	25	18	16	36	10	20	190	
Kanwar Bhanwar Singh of Bharatpur ...	52	33	40	11	27	10	13	186	
Kanwar Ram Singh of Harsoli, Jaipur ...	49	15	35	11	25	8	3	146	Falls in Religion.
Kanwar Rughnath Singh of Harsoli, Jaipur ...	23	30	14	12	18	9	7	113	Falls in English, Religion and Aggregate.
Kanwar Venkat Raman Ramanuj Prasad Singh of Thal Kishangarh ...	32	13	10	15	15	9	8	102	Falls in English, Geography, Arithmetic, Religion and Aggregate.
Thakur Umed Singh of Nimaj, Marwar ...	37	11	12	9	13	12	5	99	Falls in Geography, Arithmetic, Religion and Aggregate.

Prize Winners:—MIR FATEH ALI KHAN ... Class.

MIR INAYAT ALI KHAN ... Term's work.

ANNEXURE O.**Afternoon Games.**

	Division I.	Division II.	Division III.	Division IV.	Division V.
Monday.	Hockey. Mr. Narain Dass.	Hockey. P. Shiam Sunder.	Tennis. P. Chandra Dhar.	Tennis P. Chandra Dhar.	Badminton. Monitor.
Tuesday.	Tennis. P. Chandra Dhar.	Tennis. P. Chandra Dhar. Nets. Mr. Gaffar Syed.	Hockey. Mr. Satho.	Hockey. Monitor.	Hockey. M. Gopi h. Nat
Wednesday.	Cricket. L. Radhey Lal.	for P. Shiam Sunder.	all Monitor.	divisions. Mr. A. T. Gidwani.	.....
Thursday.	Hockey. Mr. Narain Dass.	Hockey. L. Radhey Lal.	Tennis. Mr. Gopi Nath. Nets. Mr. Gaffar Syed.	Tennis. M. Gopi Nath.	Rounders. Monitor.
Friday.	Tennis. Mr. Mukerji.	Tennis. Mr. Mukerji.	Hockey. Monitor.	Hockey. M. A. Wahid.	Hockey. L. H. C. Dass.
Saturday.	Cricket. Mr. Mukerji	for Monitor.	all L. H. C. Dass.	divisions. M. A. Wahid.	.....

NOTE.—Boys belonging to Division II will play Tennis on Tuesdays, and boys belonging to Division III will play Tennis on Thursdays. But on each of these days certain boys will be selected for net practice, and their names will be posted on the Notice-board.

N. B.—Master-in-charge of Voluntary games on Sundays and whole holidays.

Tennis.—Mr. Nanawati.

Cricket.—L. Sri Kishen.

Football.—Mr. Shiam Narain, Bijapur Tutor. (Udaipur House)

Rounders or Badminton.—Mr. Ratan Shah.

Colvin House Nets.—Colvin House Motamid.

Supervisor.—Rai Sahib Lala Sangam Lal.

Mr. L. G. Satho, M. Dobi Pershad.